

Dr. Lillian M. Lowery, Ed.D.

State Superintendent of Schools

Maryland Report Card

2014 Progress Report

State and School Systems



Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201

Phone: 410-767-0100

TTY/TDD: 410-333-6442

MDReportCard.org

An Introduction from the State Superintendent of Schools....



Lillian M. Lowery , Ed.D.

As State Superintendent of Schools for one of the leading public school systems in the nation, I am pleased to present this 2014 Maryland School Performance Report for the State and its 24 local school systems.

We are pleased that elementary and middle school students demonstrate high rates of proficiency in reading and mathematics and continue the steady progress made over the past eleven years. Composite elementary reading scores have increased 22.3 points since 2003, while mathematics scores are up 15.8 points. Composite middle school reading scores are up 19.7 points since 2003, and mathematics has increased 23.5 points. These long-term gains are especially significant this year because most Maryland schools fully implemented the Maryland College and Career- Ready Standards in the 2013-2014 school year. Also, in 2013-2014, Maryland schools field-tested the new Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium College and Career –Ready Assessments. The implications of this are that the data included in this report do not include the results for every student as it has in past years because students who took the PARCC field test were exempt from taking the Maryland School Assessment (MSA) in the same subject.

Maryland is required by the Elementary and Secondary Education Act (ESEA) to assess reading, mathematics, and science achievement at the elementary, middle and high school levels. Maryland fulfills these ESEA requirements and reports scores on the Maryland School Assessment (MSA) and the High School Assessment (HSA) to the U.S Department of Education and to the public. Each local school system is also required to produce a similar report with information on each of its schools.

As Maryland fully transitions to the new Maryland College and Career-Ready Standards and the PARCC Assessments, the accountability landscape will also evolve. As part of the process of field-testing the new assessments this year, Maryland received flexibility on accountability determinations for schools that field-tested. This means that most elementary and middle schools did not have new achievement, gap, and growth targets to meet this year. Instead, the school retained the same School Progress Index (SPI) from the 2012-2013 school year. Schools will also retain their designated Strand for Support, Intervention, and Recognition and continue to be provided support at that level.

The Maryland Report Card and website have been updated to reflect these changes. Thank you for your continued support as we work to ensure success for all Maryland students.

A handwritten signature in black ink that reads "Lillian M. Lowery". The signature is fluid and cursive.

Lillian M. Lowery , Ed.D.
State Superintendent of Schools

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School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	Not Met	Met	Met	Met
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Not Met
Native Hawaiian or Other Pacific Islander	Not Met	Not Met	Met	Met	Not Met
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate			Met		

Attendance Rate %

	State 2014	State 2013
Elementary	95.7	95.5
Middle	95.4	95.1
High	92.7	92.5

Teacher Qualifications

% of certificates:

	State 2014	State 2013
Standard Professional	27.2	28.4
Advanced Professional	65.5	65.1
Resident Teacher	0.7	0.8
Conditional Teacher	1.0	0.9

% of classes NOT taught by highly qualified teachers:

	State 2014	State 2013
All Quartiles	7.6	6.2
Elementary Low Poverty	3.0	2.4
Elementary High Poverty	11.4	6.6
Secondary Low Poverty	6.0	5.6
Secondary High Poverty	15.7	14.0

Cohort Graduation Rate%

	State 2014	State 2013
Class of 2013 (4-Year Rate)		84.97
Class of 2013 (5-Year Rate)	87.48	

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were **not** measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

Maryland State

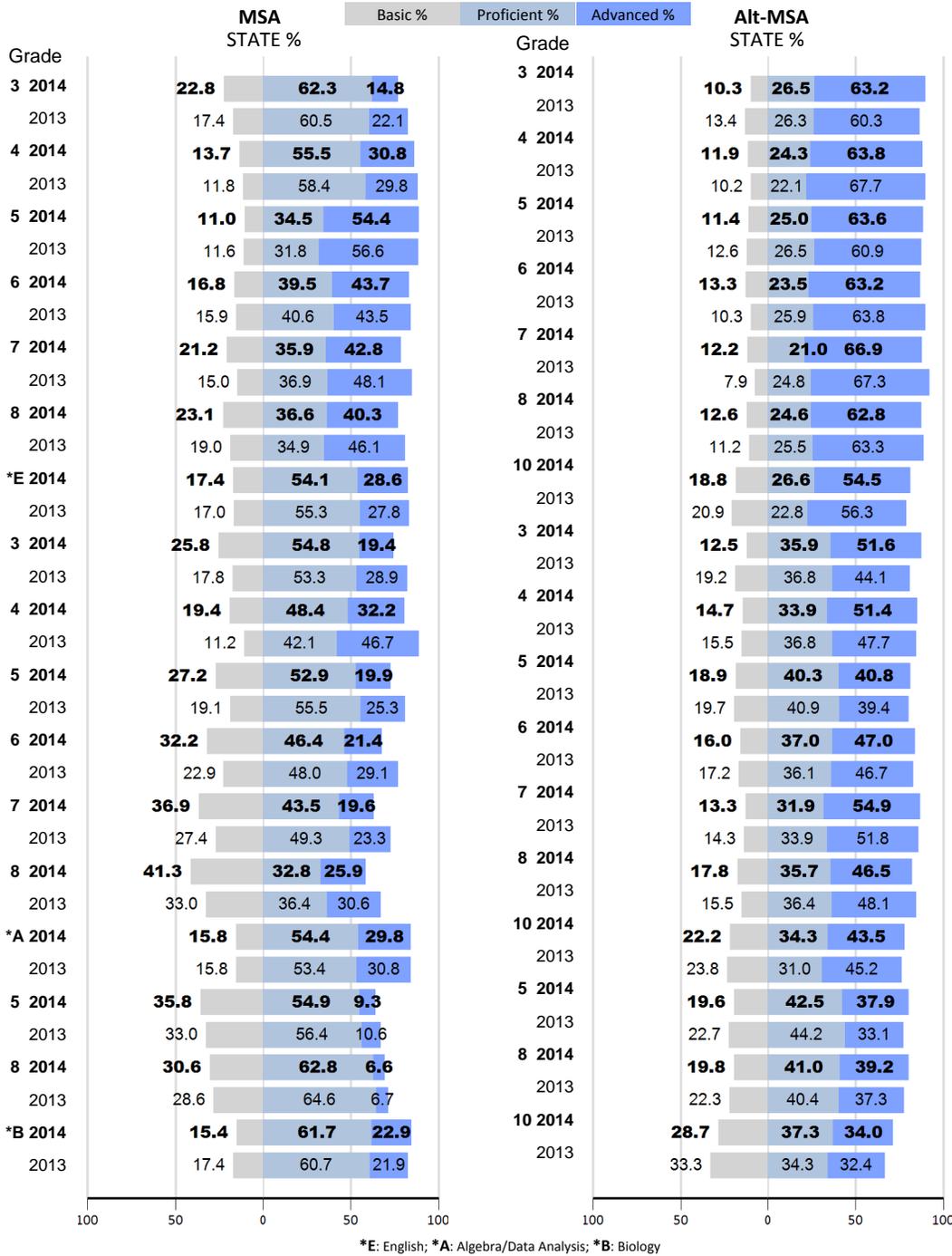
MSA and Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science



*E: English; *A: Algebra/Data Analysis; *B: Biology

Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

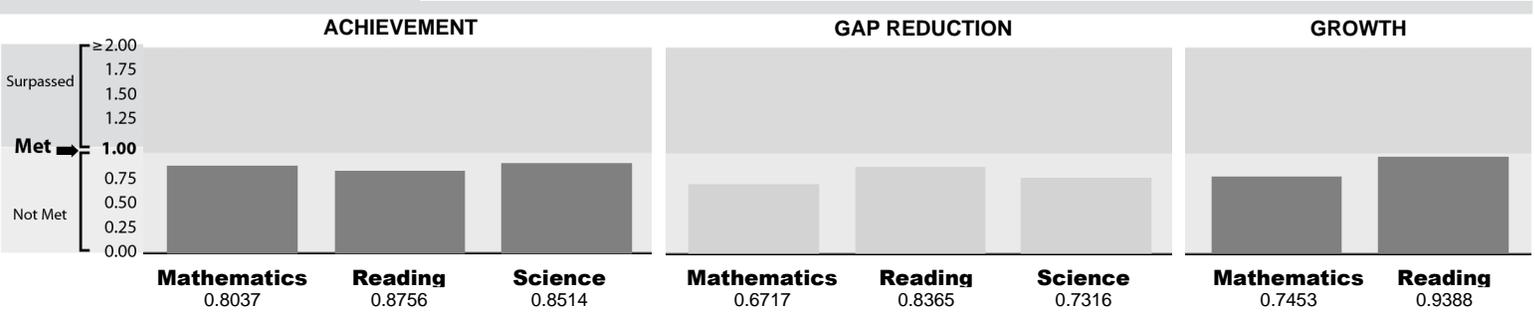
Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

2014 School Progress Index (SPI)

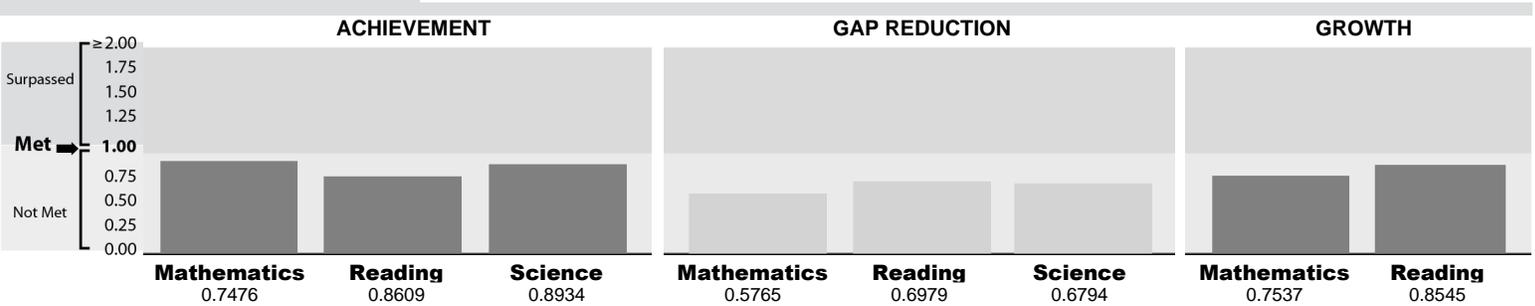
Elementary School Indicators

(Grades 3-5)



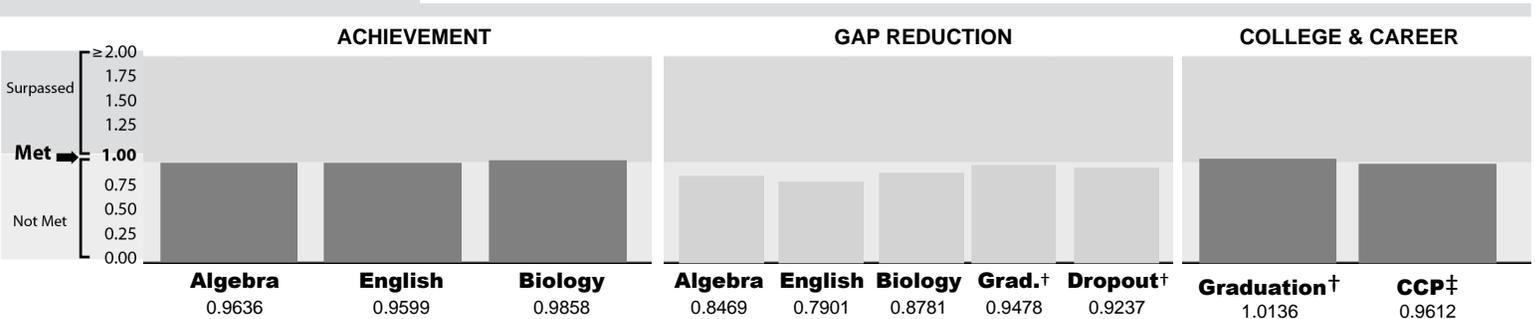
Middle School Indicators

(Grades 6-8)



High School Indicators

(Grades 9-12)



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency,

English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

[†]Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

[†]College and Career Preparation (CCP) – 2012
[‡]Data from 2013

REWARD, PRIORITY, FOCUS SCHOOLS

The flexibility Maryland received in May 2012 from the U. S. Department of Education from some provisions of No Child Left Behind (NCLB), the most recent version of the federal government's Elementary and Secondary Education Act (ESEA), does not retreat from Maryland's long-standing work to improve schools through accountability. However, it does make some fundamental changes to the way the State implements accountability measures going forward. The NCLB continuum of sanctions known as the School Improvement Process and its measuring system, known as Adequate Yearly Progress (AYP), are no longer part of Maryland's accountability system. As part of the new accountability system, Maryland has identified three groups of Title I schools (Reward, Priority, and Focus) to allow for the most specialized attention and support for each specific school and to focus on closing the achievement gaps within all schools.

Reward Schools (17)

- Reward Schools are recognized in two categories: Title I Highest **Performing** Reward Schools (Category 1) and Title I Highest **Progress** Reward Schools (Category 2). Reward Schools are identified annually and this year there are 17 schools statewide that meet the criteria for Reward Schools as defined in the ESEA Flexibility document. Maryland has 13 schools that have been identified as Highest **Performing** Reward Schools and 4 schools that have been identified as Highest **Progress** Reward Schools. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Students who participated in the field test did not take the Maryland State Assessment. Therefore, due to this waiver, Maryland did not choose new reward schools for 2013-2014. One school was removed, as it was no longer a Title I school.

Category 1 Schools

- Title I Highest **Performing** Reward Schools will have met the AMOs for "all students" and all subgroups for two consecutive years and have a 10 percent or less achievement gap between "all students" and subgroups and the school is designated in Strand 1 or 2 for two consecutive years. For this school year, all 14 Category 1 schools are identified as Highest Performing Rewards Schools.
- Of the schools that are considered Highest **Performing** Reward Schools, those that are additionally in the top 10 percent of all Title I schools, indicating the maximum amount of improvement in student performance on MSA tests from 2009-2013, will be designated as **Distinguished Highest Performing** Reward Schools. No schools met the criteria for this school year.
- In addition, if a Highest Performing Reward School has improved its "all students" performance by at least 10 percentage points and the school is made up of 50 percent or more economically disadvantaged students, it will receive the title of a **Superlative Highest Performing Reward School**. No schools met the criteria for this school year.

Category 2 Schools

Highest **Progress** Reward Schools are those Title I schools that have significantly reduced the gap in achievement between the subgroups from 2009-2013. These schools must have made at least 10 percentage point gain in the "all students" and have a 10 percent or less gap between the performance of "all students" and that of any other performing subgroup.

Baltimore City (6)

Wolfe Street Academy*
John Eager Elementary
Liberty Elementary
Mary Ann Winterling Elementary at Bentalou*
Govans Elementary*

New Song Elementary*

Baltimore County (5)
Chadwick Elementary*
Lansdowne Elementary*
Chase Elementary*
Sandalwood Elementary*
Milbrook Elementary*

Dorchester County (1)

Hurlock Elementary**
Garrett County (1)
Crellin Elementary*
Kent County (1)
Millington Elementary*
Prince George's County (1)
Robert R. Gray Elementary **

Worcester County (2)

Pocomoke Elementary*
Snow Hill Elementary*

*Highest Performing Reward
**Highest Progress Reward

Priority Schools (15)

Priority Schools are 5 percent of all Title I schools that are the lowest achieving on MSA or Tier I or Tier II School Improvement 1003(g) Grant (SIG) schools. These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved "turnaround models" or they can develop their own measures to implement to improve the school. If a school chooses to use its own model it must address a number of turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Priority Status. One school was removed because it closed.

Baltimore City (9)

Augusta Fells Savage Institute of Visual Arts High
Baltimore IT Academy Middle/High
Benjamin Franklin @Masonville Cove Middle/High

Booker T. Washington Middle
Calverton Elementary/Middle
Cherry Hill Elementary/Middle
Commodore John Rogers Elementary/Middle
Frederick Douglas High

Stuart Hill Academy
Middle/High
Prince George's County (6)
Benjamin Stoddert Middle
Drew-Freeman Middle

G. James Gholson Middle
Oxon Hill Middle
Thomas Johnson Middle
Thurgood Marshall Middle

Focus Schools (41)

Focus Schools are 10 percent of all Title I schools having the largest gap between the "all students" subgroup and the lowest-performing subgroup or a Title I eligible high school with graduation rates 60 percent or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address their identified areas of need through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary. These measures will be monitored by LEAs and MSDE to ensure that they effectively work to close the gaps between subgroups and all students within the school, thus improving the overall performance of the school. Focus Schools are identified every three years. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Focus School Status.

Anne Arundel County (1)

Georgetown East Elementary

Baltimore City (13)

Dallas F. Nicholas Sr. Elementary
Francis Scott Key Elementary/Middle
Glenmont Elementary/Middle
Graceland Park/O'Donnell
Heights Elementary
Hampstead Hill Academy
Hazelwood Elementary
Highlandtown Elementary
Langston Hughes Elementary
Margaret Brent Elementary
Moravia Park Elementary/Middle
Northeast Middle

Robert W. Coleman Elementary

Southwest Baltimore Charter

Baltimore County (4)

Featherbed Lan Elementary
Riverview Elementary
Sandy Plains Elementary
Winfield Elementary
Carroll County (1)
Robert Moton Elementary
Charles County (3)
C. Paul Barnhart Elementary
Dr. Samuel A. Mudd Elementary
Mt. Hope/Nanjemoy Elementary
Dorchester County (1)
Choptank Elementary

Harford County (1)

William Paca/Old Post Rd Elementary

Howard County (4)

Bryant Woods Elementary
Guilford Elementary
Laurel Woods Elementary
Swansfield Elementary
Kent County (1)
Kent County Middle
Montgomery County (2)
Brookhaven Elementary
Kemp Hill Elementary
Prince George's County (5)
Andrew Jackson Academy

Carrollton Elementary

Charles Carroll Middle

Gaywood Elementary

William Wirt Middle

St. Mary's County (2)

George Washington Carver Elementary
Park Hall Elementary

Talbot County (1)

Easton Elementary

Washington County (1)

Eastern Elementary

Wicomico County (1)

Prince Street Elementary

Allegany County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
	Not Met	Not Met	Met	Met	Met
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	na
Hispanic/Latino of any race	Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	--
All Students Attendance Rate:					Met

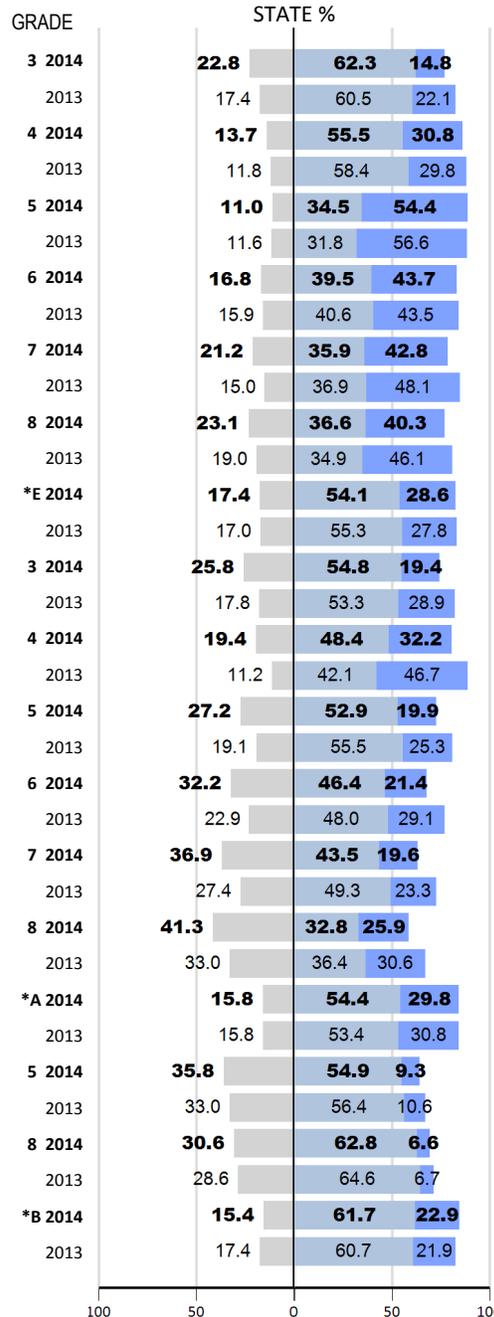
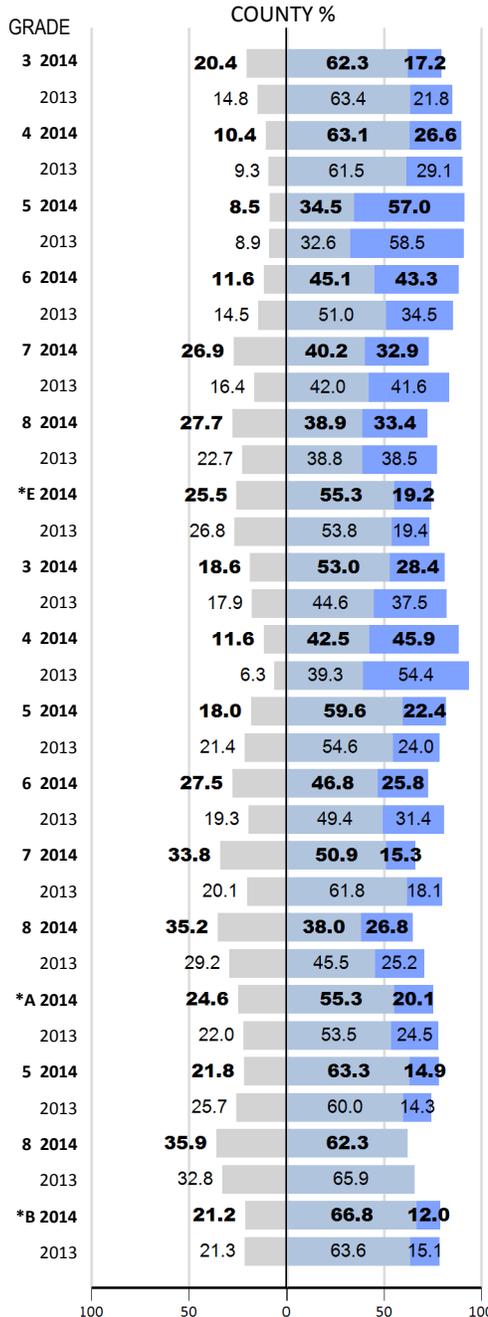
	County		State	
	2014	2013	2014	2013
Attendance Rate %				
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	94.5	94.4	95.4	95.1
High	93.2	92.7	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	11.5	10.7	27.2	28.4
Advanced Professional	87.0	86.6	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	0.7	1.2	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	23.1	6.0	5.6
Secondary High Poverty	0.0	1.0	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			90.09	84.97
Class of 2013 (5-Year Rate)			91.15	87.48

2014 School Progress Index (SPI)			
SPI: 0.8621			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.8752	0.8416	0.8310
Reading	0.8553	0.8388	0.9095
Science	0.9481	0.9052	
Middle			
Mathematic	0.8052	0.7664	0.7734
Reading	0.8546	0.8259	0.8687
Science	0.8197	0.9100	
High			CCR
Algebra	0.8827	0.5465	
English	0.9073	0.7561	
Biology	0.8988	0.6375	
‡Dropout	1.0322		
‡Graduation	1.0829		1.0243
‡CCP			0.9224

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



*na" indicates too few students for School Progress rules or Subject was field tested. ***" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Anne Arundel County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	Not Met	Met	Met	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Not Met	Met	Met	Met	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate:					Met

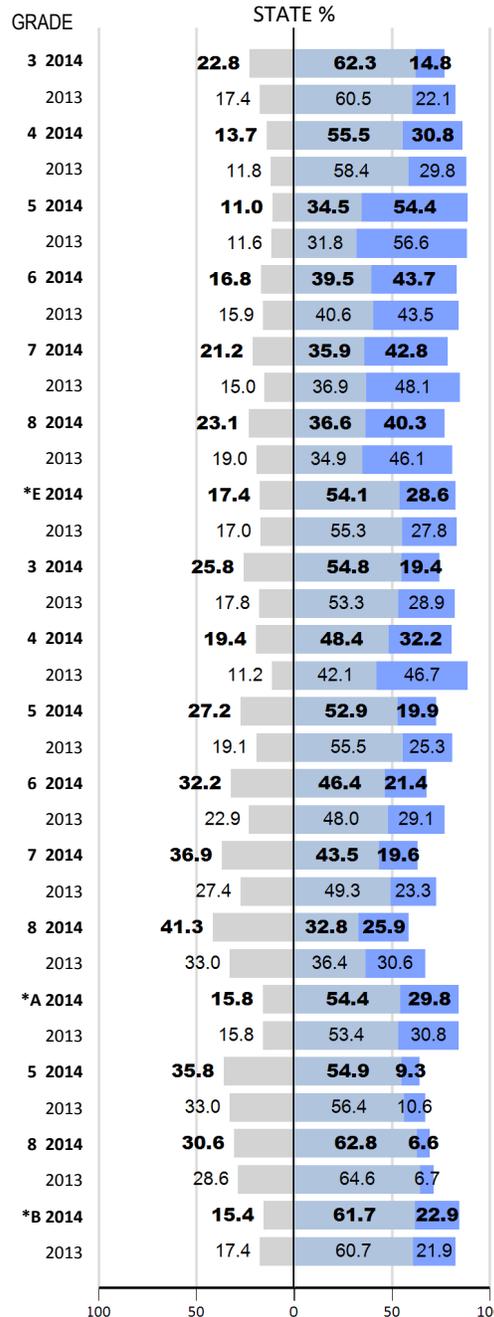
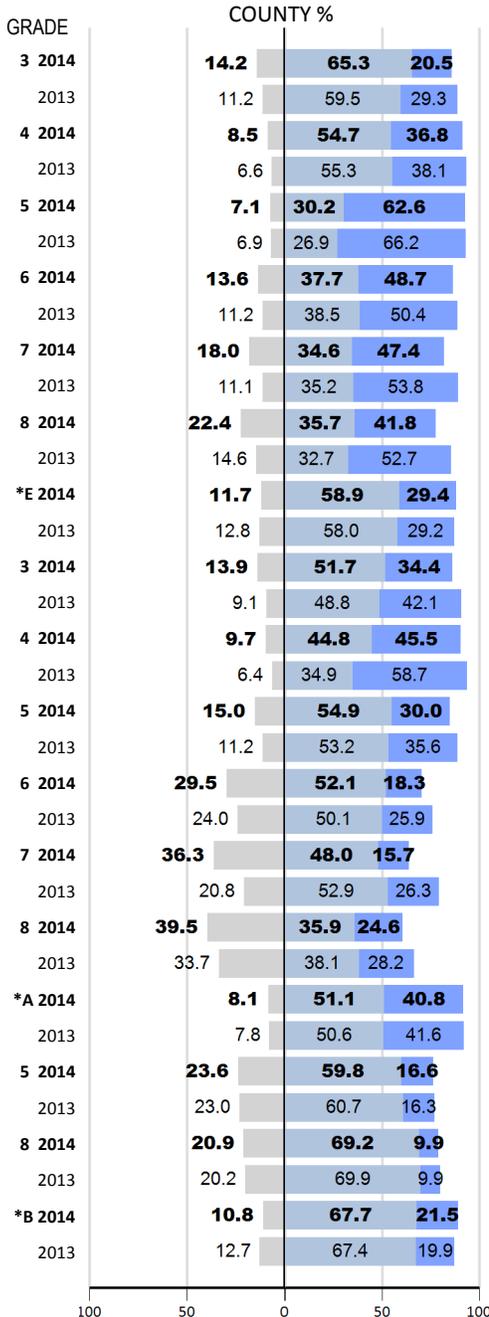
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	93.3	93.0	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	29.3	30.6	27.2	28.4
Advanced Professional	66.1	66.8	65.5	65.1
Resident Teacher	0.1	0.1	0.7	0.8
Conditional Teacher	1.4	1.2	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	6.5	6.3	7.6	6.2
Elementary Low Poverty	4.0	3.8	3.0	2.4
Elementary High Poverty	2.8	0.0	11.4	6.6
Secondary Low Poverty	7.6	9.3	6.0	5.6
Secondary High Poverty	11.7	15.0	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			85.57	84.97
Class of 2013 (5-Year Rate)			87.56	87.48

2014 School Progress Index (SPI)			
SPI: 0.8530			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.9282	0.7562	0.7771
Reading	0.9235	0.7447	0.9258
Science	0.9296	0.8218	
Middle			
Mathematic	0.7446	0.5783	0.6415
Reading	0.8736	0.7685	0.7946
Science	0.9370	0.6697	
High			CCR
Algebra	1.0467	0.9314	
English	0.9874	0.7926	
Biology	0.9961	0.9246	
‡Dropout			0.8085
‡Graduation			0.8577
†CCP			1.0045
			0.9662

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Baltimore City

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
	Not Met	Not Met	Met	Met	Met
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	Met	Met	Met
Asian	Not Met	Not Met	Met	Met	Not Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Not Met
Native Hawaiian or Other Pacific Islander	Not Met	Not Met	Met	Met	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	Met
All Students Attendance Rate:					Not Met

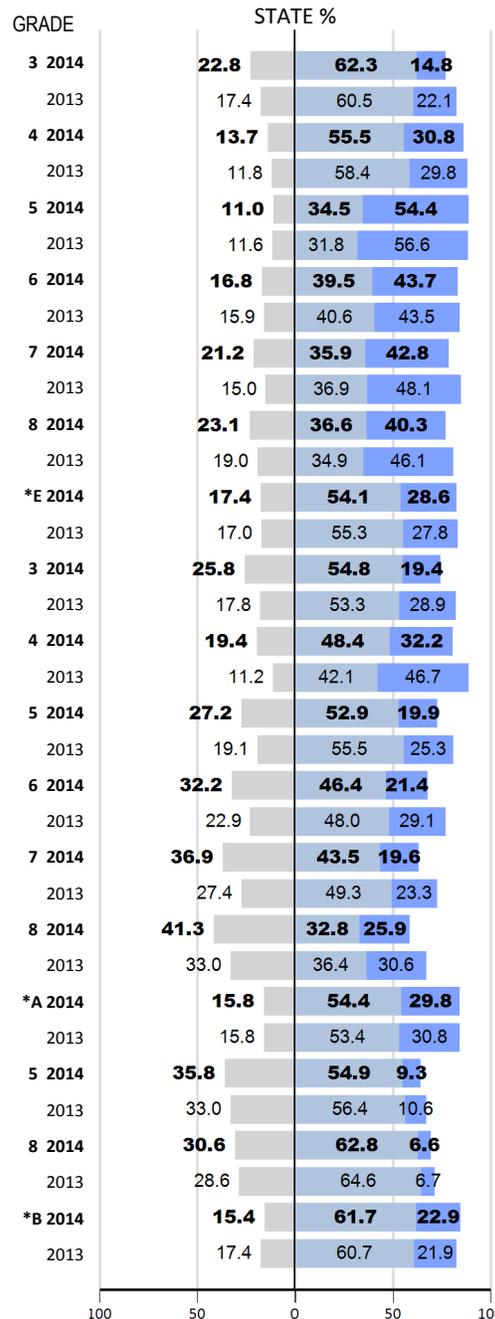
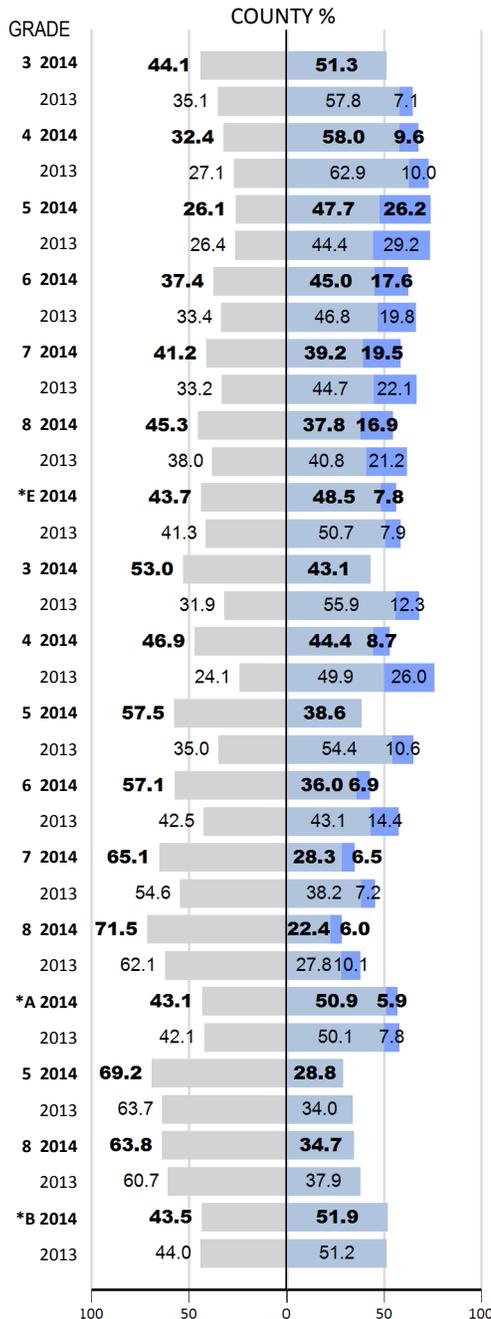
	County		State	
	2014	2013	2014	2013
Elementary	93.2	94.0	95.7	95.5
Middle	93.5	93.6	95.4	95.1
High	81.8	82.1	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	27.9	31.1	27.2	28.4
Advanced Professional	47.6	46.3	65.5	65.1
Resident Teacher	2.8	3.3	0.7	0.8
Conditional Teacher	1.9	2.1	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	21.7	17.1	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	21.2	11.7	11.4	6.6
Secondary Low Poverty	34.7	23.4	6.0	5.6
Secondary High Poverty	22.7	21.2	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			68.50	84.97
Class of 2013 (5-Year Rate)			73.46	87.48

2014 School Progress Index (SPI)			
SPI: 0.7625			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.5749	0.5733	0.6515
Reading	0.7780	0.8753	0.9579
Science	0.5906	0.6391	
Middle			
Mathematic	0.5021	0.6565	0.8068
Reading	0.7382	0.5188	0.8931
Science	0.6662	0.7442	
High			CCR
Algebra	0.8016	0.7134	
English	0.8022	0.5578	
Biology	0.8342	0.7339	
‡Dropout	1.0760		
‡Graduation	1.0117		1.0292
†CCP			0.8981

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



GRADE	2014	2013	2014	2013	2014	2013
3	10.3	13.4	26.5	26.3	56.9	35.1
4	11.9	10.2	24.3	22.1	63.0	46.3
5	11.4	12.6	25.0	26.5	59.4	54.9
6	13.3	10.3	23.5	25.9	59.8	45.0
7	12.2	7.9	21.0	24.8	60.9	48.7
8	12.6	11.2	24.6	25.5	60.5	48.0
10	18.8	20.9	26.6	22.8	51.0	37.0
3	12.5	19.2	35.9	36.8	23.6	16.2
4	14.7	15.5	33.9	36.8	47.9	34.3
5	18.9	19.7	40.3	40.9	37.7	46.3
6	16.0	17.2	37.0	36.1	31.0	38.3
7	13.3	14.3	31.9	33.9	47.8	25.0
8	17.8	15.5	35.7	36.4	43.2	36.0
10	22.2	23.8	34.3	31.0	34.3	32.8
5	19.6	22.7	42.5	44.2	18.8	26.8
8	19.8	22.3	41.0	40.4	30.9	24.0
10	28.7	33.3	37.3	34.3	15.7	15.1

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Baltimore County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	Not Met	Met	Met	Met
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate:					Met

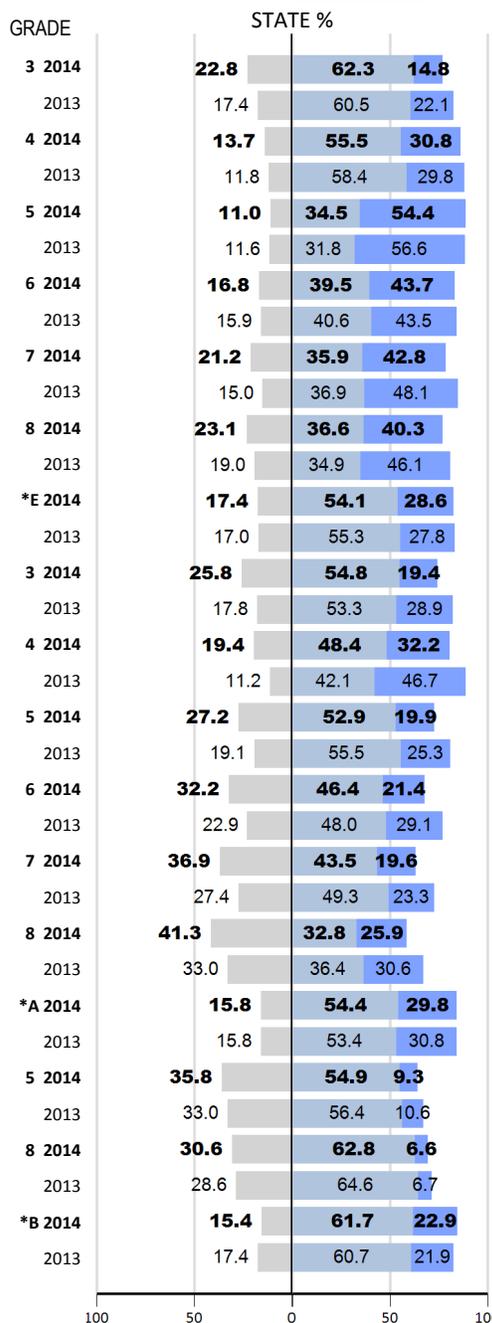
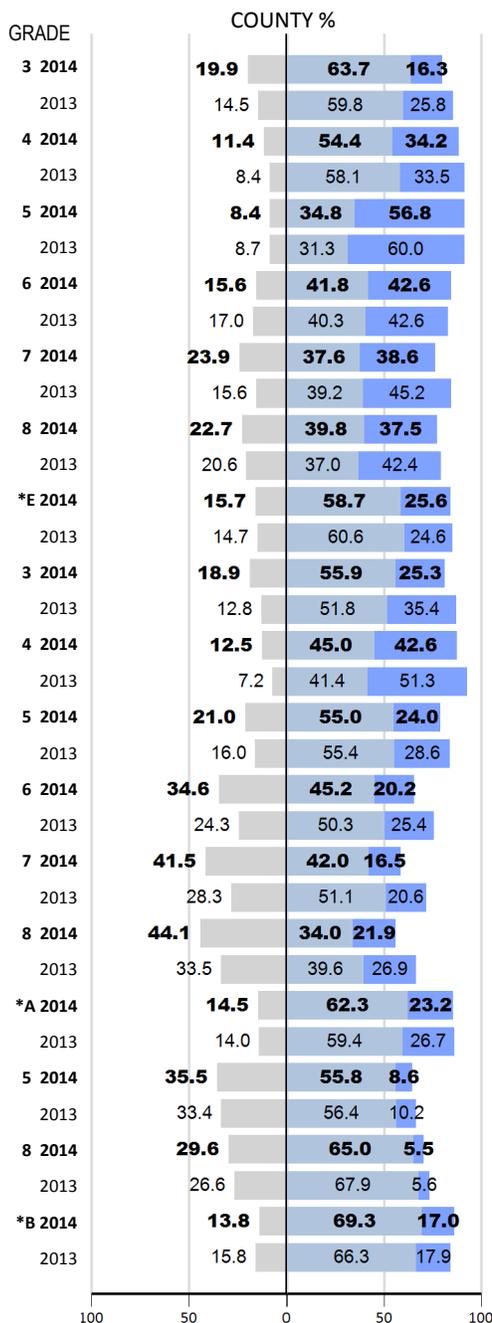
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	93.3	93.0	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	30.6	29.4	27.2	28.4
Advanced Professional	66.4	66.2	65.5	65.1
Resident Teacher	0.5	0.6	0.7	0.8
Conditional Teacher	1.3	0.8	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	5.9	4.4	7.6	6.2
Elementary Low Poverty	1.5	1.1	3.0	2.4
Elementary High Poverty	2.1	2.1	11.4	6.6
Secondary Low Poverty	7.5	5.1	6.0	5.6
Secondary High Poverty	10.4	7.8	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			86.30	84.97
Class of 2013 (5-Year Rate)			88.13	87.48

2014 School Progress Index (SPI)			
SPI: 0.8503			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.8580	0.7481	0.7813
Reading	0.9383	0.8648	0.9351
Science	0.8773	0.7889	
Middle			
Mathematic	0.7329	0.5613	0.7020
Reading	0.8778	0.7324	0.8362
Science	0.8957	0.7364	
High			CCR
Algebra	0.9641	0.7620	
English	0.9529	0.7154	
Biology	1.0039	0.8984	
‡Dropout			0.9282
‡Graduation			0.9398
‡CCP			1.0259
			0.9513

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



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‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Calvert County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Not Met	Met	Met	Met	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Met	Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	94.5	94.3	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	11.0	11.9	27.2	28.4
Advanced Professional	88.1	87.8	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.4	0.4	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	5.3	4.7	7.6	6.2
Elementary Low Poverty	0.5	0.5	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	9.1	8.2	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			91.75	84.97
Class of 2013 (5-Year Rate)			93.98	87.48

2014 School Progress Index (SPI)			
SPI: 0.9217			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0442	0.6850	0.7326
Reading	0.9736	0.8760	0.9447
Science	0.9185	0.7036	
Middle			
Mathematic	0.8807	0.6996	0.8082
Reading	0.9800	0.6988	0.8394
Science	0.9718	0.8450	
High			
Achievement		Gap Red.	CCR
Algebra	1.1983	0.8204	
English	1.0712	0.7715	
Biology	1.2956	0.8721	
‡Dropout			1.0037
‡Graduation			0.9257
†CCP			1.0014

MSA Proficiency Levels

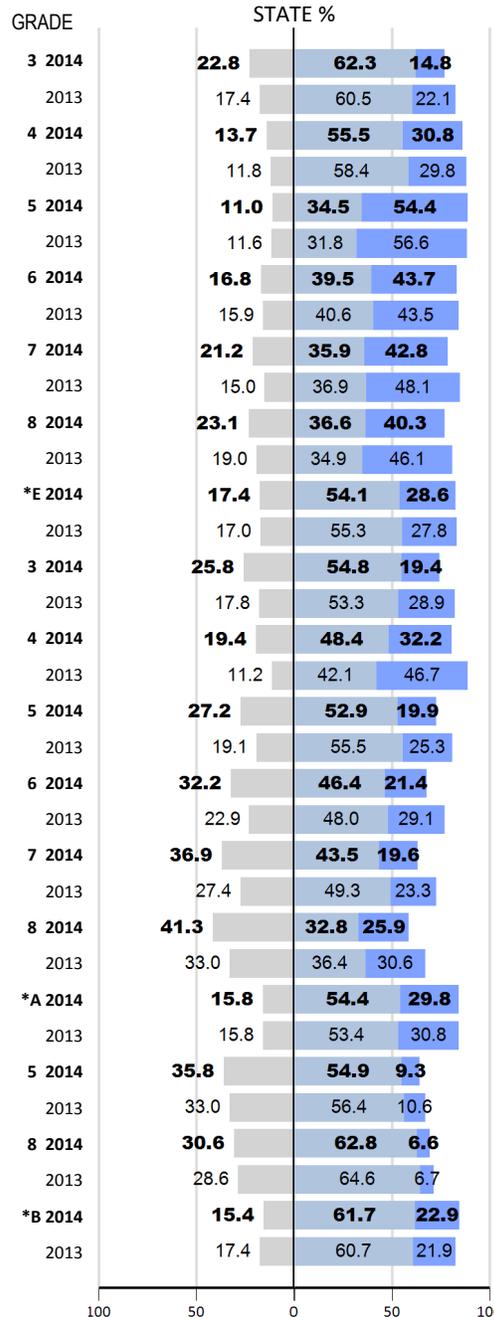
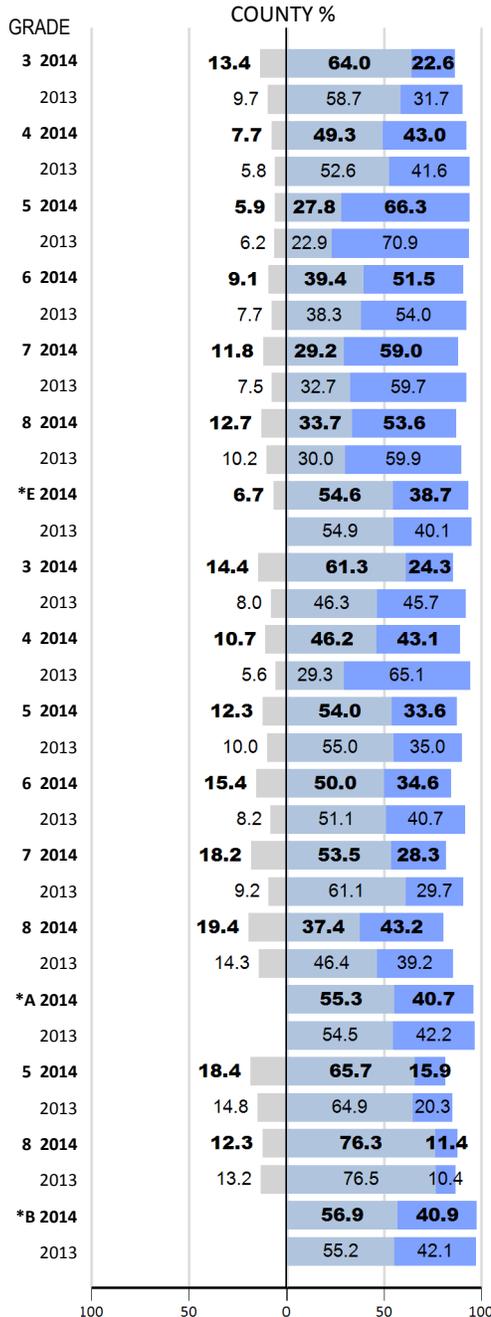
Basic %	Proficient %	Advanced %
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Alt-MSA Proficiency Levels

Reading

Mathematics

Science



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†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Caroline County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	na	na	na
Asian	Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	na	na	na	na	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

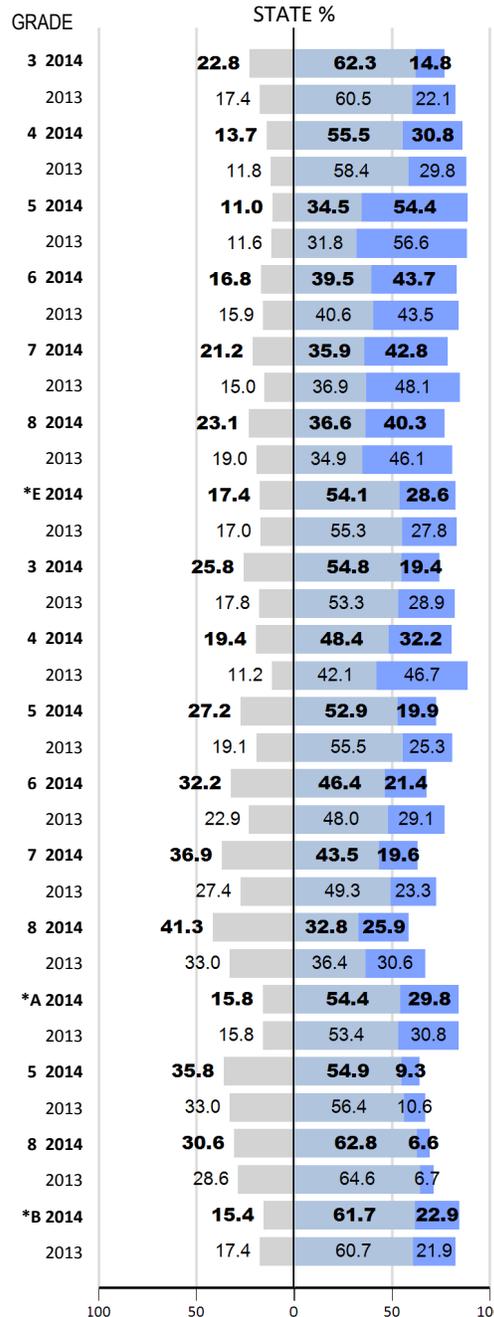
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.8	95.4	95.1
High	93.0	92.3	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	36.4	34.9	27.2	28.4
Advanced Professional	61.1	59.7	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.7	0.7	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	2.4	2.2	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	3.8	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	0.0	0.0	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			84.15	84.97
Class of 2013 (5-Year Rate)			86.37	87.48

2014 School Progress Index (SPI)			
SPI: 0.8276			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7461	0.6799	0.5053
Reading	0.8935	0.8843	0.8842
Science	0.8322	0.7792	
Middle			
Mathematic	0.6853	0.4457	0.3949
Reading	0.8328	0.8084	0.8288
Science	0.9134	0.7638	
High			CCR
Algebra	0.9795	0.8723	
English	0.9949	0.9110	
Biology	1.0016	0.9443	
‡Dropout	1.0227		
‡Graduation	1.1152	1.0582	
‡CCP			0.8914

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



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‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Carroll County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	na	na	na
Asian	Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Met
Free/Reduced Meals	Met	Not Met	Met	Met	Met
Special Education	Met	Not Met	Met	Met	Met
Limited English Proficient	Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

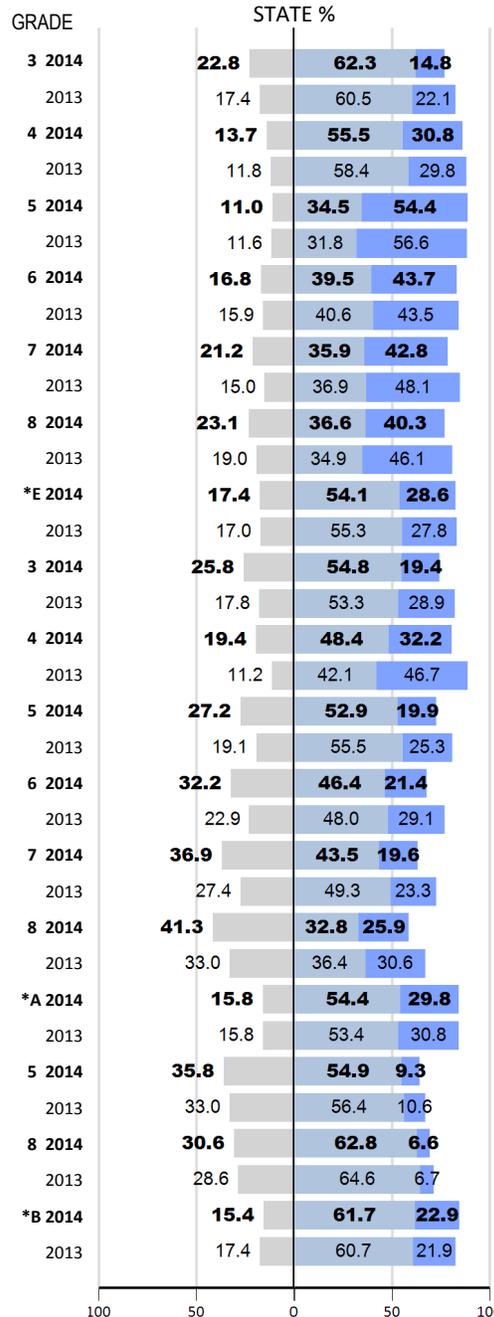
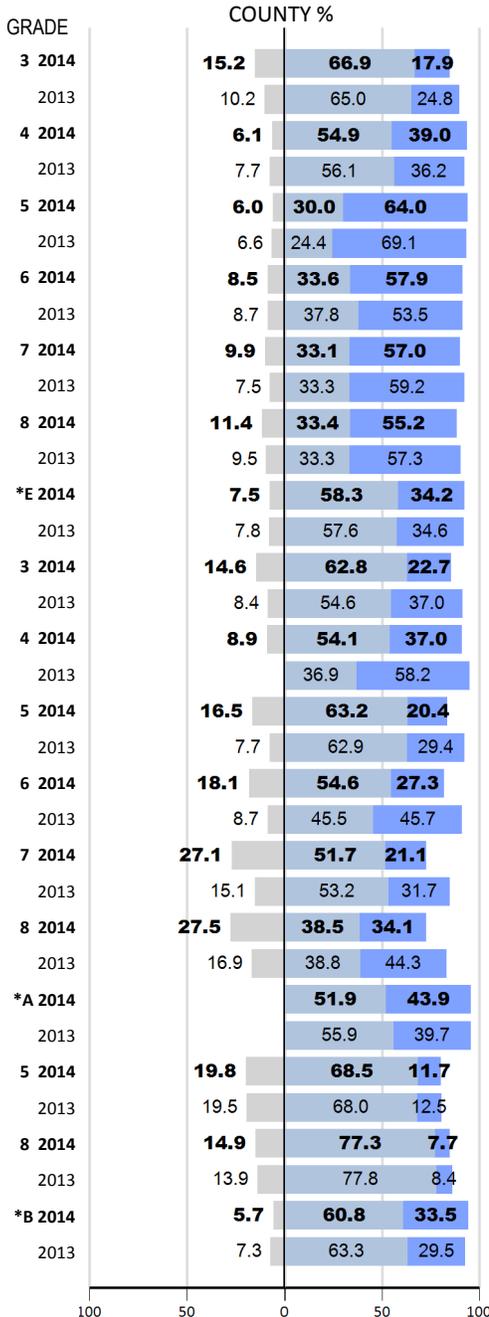
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	≥ 95.0	94.8	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	29.5	30.3	27.2	28.4
Advanced Professional	68.2	67.8	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.7	0.8	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	6.1	6.2	7.6	6.2
Elementary Low Poverty	1.3	1.7	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	8.7	7.7	6.0	5.6
Secondary High Poverty	64.3	69.2	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			94.41	84.97
Class of 2013 (5-Year Rate)			≥ 95.00	87.48

2014 School Progress Index (SPI)			
SPI: 0.9176			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0793	0.7492	0.6814
Reading	1.0393	0.8809	0.9624
Science	0.9322	0.7493	
Middle			
Mathematic	0.8678	0.5827	0.6701
Reading	1.0295	0.7790	0.9703
Science	0.9626	0.7140	
High			CCR
Algebra	1.2006	0.9685	
English	1.0654	0.8916	
Biology	1.0920	0.9124	
‡Dropout			0.9665
‡Graduation			0.9163
†CCP			1.1046
			0.9422

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Cecil County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Met	Not Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Not Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Not Met

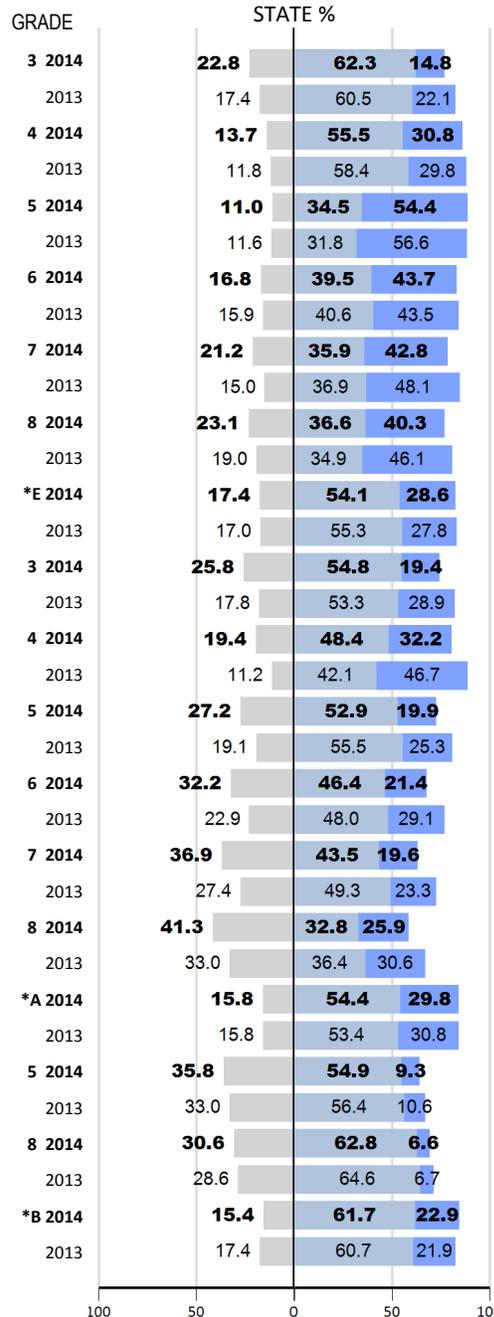
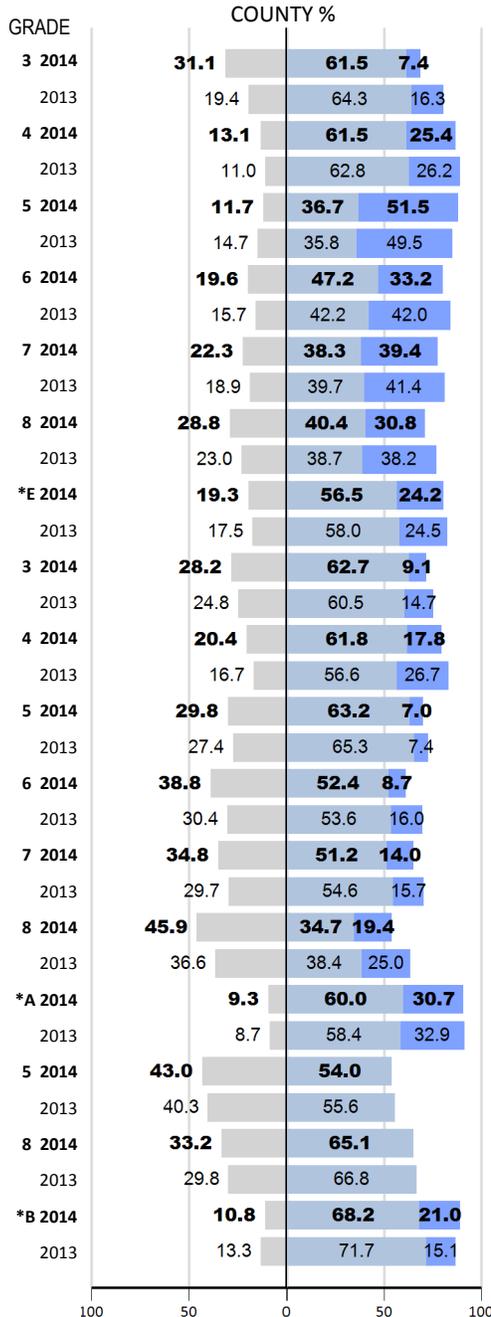
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	94.8	95.7	95.5
Middle	93.8	93.9	95.4	95.1
High	91.7	91.5	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	26.4	28.0	27.2	28.4
Advanced Professional	70.3	69.2	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.1	0.1	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	2.3	3.1	7.6	6.2
Elementary Low Poverty	*	0.0	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	1.0	3.1	6.0	5.6
Secondary High Poverty	0.0	6.3	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			86.69	84.97
Class of 2013 (5-Year Rate)			87.88	87.48

2014 School Progress Index (SPI)			
SPI: 0.8338			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7820	0.5657	0.7758
Reading	0.8371	0.6468	0.9277
Science	0.8137	0.7555	
Middle			
Mathematic	0.7139	0.3573	0.8332
Reading	0.8374	0.4778	0.8124
Science	0.8729	0.9381	
High			
Achievement			CCR
Algebra	1.1538	0.8271	
English	0.9144	0.7385	
Biology	0.9943	0.8470	
‡Dropout			1.0320
‡Graduation			1.0284
‡CCP			0.9777

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Grade	County %	State %	County %	State %	County %	State %	
3	2014	10.3	26.5	50.0	10.3	26.5	63.2
	2013	13.4	26.3	0.01	13.4	26.3	60.3
4	2014	11.9	24.3	50.0	11.9	24.3	63.8
	2013	10.2	22.1	80.0	10.2	22.1	67.7
5	2014	11.4	25.0	60.0	11.4	25.0	63.6
	2013	12.6	26.5	0.01	12.6	26.5	60.9
6	2014	13.3	23.5	0.01	13.3	23.5	63.2
	2013	10.3	25.9	0.01	10.3	25.9	63.8
7	2014	12.2	21.0	0.01	12.2	21.0	66.9
	2013	7.9	24.8	0.01	7.9	24.8	67.3
8	2014	12.6	24.6	0.01	12.6	24.6	62.8
	2013	11.2	25.5	40.0	11.2	25.5	63.3
10	2014	18.8	26.6	0.01	18.8	26.6	54.5
	2013	20.9	22.8	70.0	20.9	22.8	56.3
3	2014	12.5	35.9	60.0	12.5	35.9	51.6
	2013	19.2	36.8	0.01	19.2	36.8	44.1
4	2014	14.7	33.9	50.0	14.7	33.9	51.4
	2013	15.5	36.8	50.0	15.5	36.8	47.7
5	2014	18.9	40.3	40.0	18.9	40.3	40.8
	2013	19.7	40.9	0.01	19.7	40.9	39.4
6	2014	16.0	37.0	0.01	16.0	37.0	47.0
	2013	17.2	36.1	0.01	17.2	36.1	46.7
7	2014	13.3	31.9	0.01	13.3	31.9	54.9
	2013	14.3	33.9	0.01	14.3	33.9	51.8
8	2014	17.8	35.7	0.01	17.8	35.7	46.5
	2013	15.5	36.4	20.0	15.5	36.4	48.1
10	2014	22.2	34.3	0.01	22.2	34.3	43.5
	2013	23.8	31.0	50.0	23.8	31.0	45.2
5	2014	19.6	42.5	40.0	19.6	42.5	37.9
	2013	22.7	44.2	0.01	22.7	44.2	33.1
8	2014	19.8	41.0	0.01	19.8	41.0	39.2
	2013	22.3	40.4	10.0	22.3	40.4	37.3
10	2014	28.7	37.3	0.01	28.7	37.3	34.0
	2013	33.3	34.3	30.0	33.3	34.3	32.4

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Charles County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	Met	Met	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

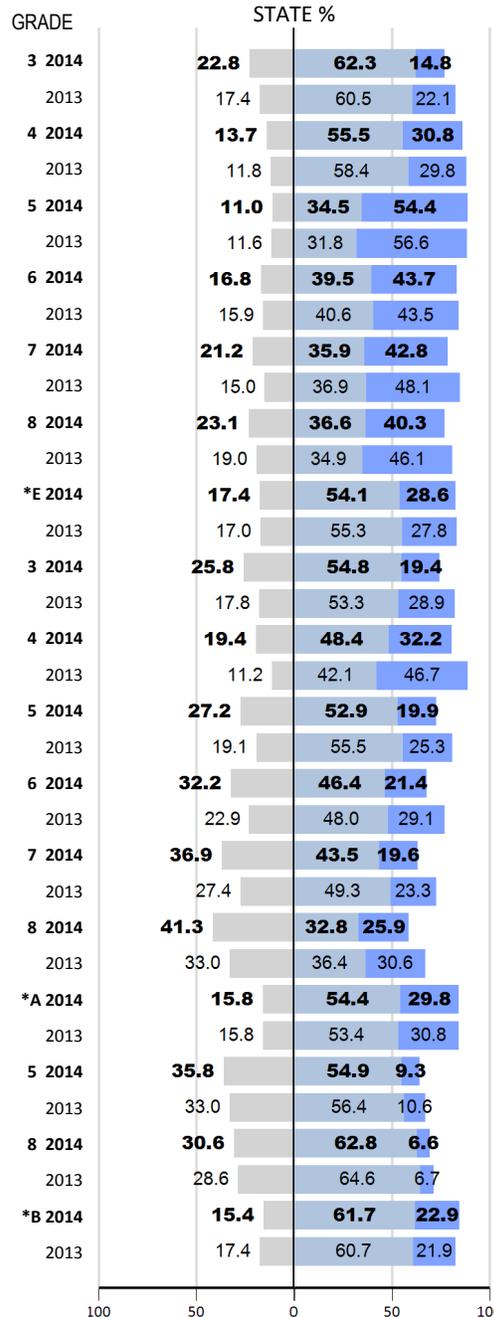
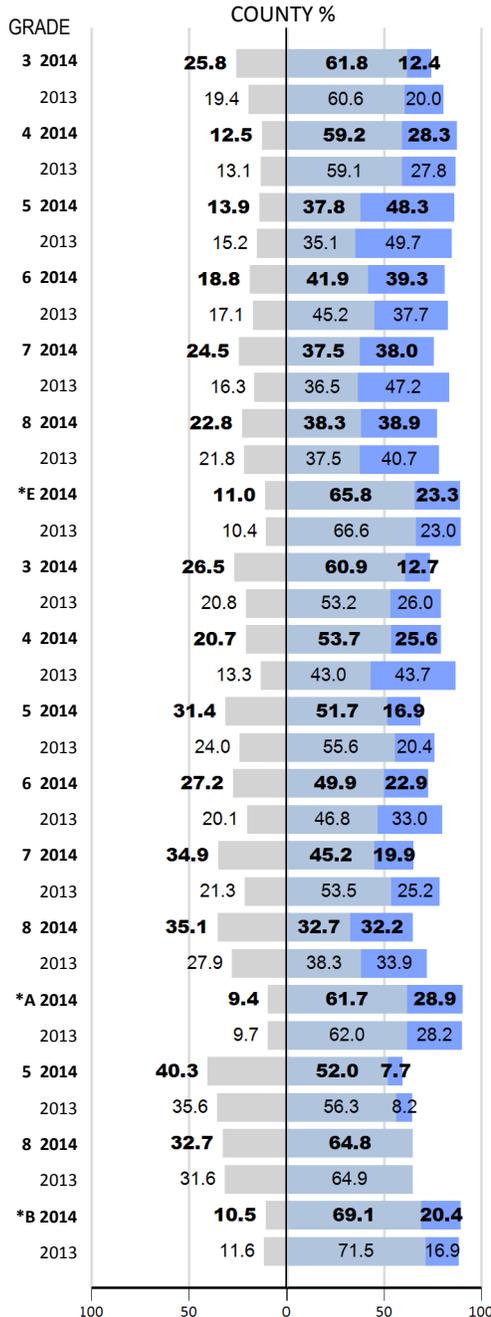
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	94.4	93.9	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	34.9	38.4	27.2	28.4
Advanced Professional	62.7	58.0	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.8	0.9	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	4.0	3.9	7.6	6.2
Elementary Low Poverty	0.6	1.1	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	3.7	3.2	6.0	5.6
Secondary High Poverty	7.1	22.9	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			89.79	84.97
Class of 2013 (5-Year Rate)			92.57	87.48

2014 School Progress Index (SPI)			
SPI: 0.8608			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7860	0.7112	0.7508
Reading	0.8678	0.8112	0.9213
Science	0.8316	0.7881	
Middle			
Mathematic	0.7717	0.4651	0.7640
Reading	0.8839	0.6391	0.8916
Science	0.8952	0.7197	
High			CCR
Algebra	0.9900	0.8408	
English	1.0042	0.8426	
Biology	1.0155	0.8944	
‡Dropout			1.0638
‡Graduation			0.9477
†CCP			1.0037

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Subject	Grade	Year	Basic %	Proficient %	Advanced %
Reading	3	2014	10.3	26.5	50.0
		2013	13.4	26.3	54.5
	4	2014	11.9	24.3	0.01
		2013	10.2	22.1	63.6
	5	2014	11.4	25.0	53.8
		2013	12.6	26.5	33.3
	6	2014	13.3	23.5	42.1
		2013	10.3	25.9	50.0
	7	2014	12.2	21.0	64.3
		2013	7.9	24.8	50.0
	8	2014	12.6	24.6	80.0
		2013	11.2	25.5	36.4
Mathematics	10	2014	18.8	26.6	45.0
		2013	20.9	22.8	28.6
	3	2014	12.5	35.9	45.0
		2013	19.2	36.8	36.4
	4	2014	14.7	33.9	0.01
		2013	15.5	36.8	45.5
Science	5	2014	18.9	40.3	53.8
		2013	19.7	40.9	25.0
	6	2014	16.0	37.0	21.1
		2013	17.2	36.1	28.6
	7	2014	13.3	31.9	35.7
		2013	14.3	33.9	7.1
Alt-MSA	8	2014	17.8	35.7	60.0
		2013	15.5	36.4	27.3
	10	2014	22.2	34.3	20.0
		2013	23.8	31.0	28.6
	5	2014	19.6	42.5	15.4
		2013	22.7	44.2	25.0
8	2014	19.8	41.0	13.3	
	2013	22.3	40.4	≤ 5.0	
10	2014	28.7	37.3	≤ 5.0	
	2013	33.3	34.3	14.3	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Dorchester County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
	Not Met	Not Met	Met	Met	Met
All Students	na	na	na	na	na
American Indian or Alaska Native	na	na	na	na	na
Asian	Not Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

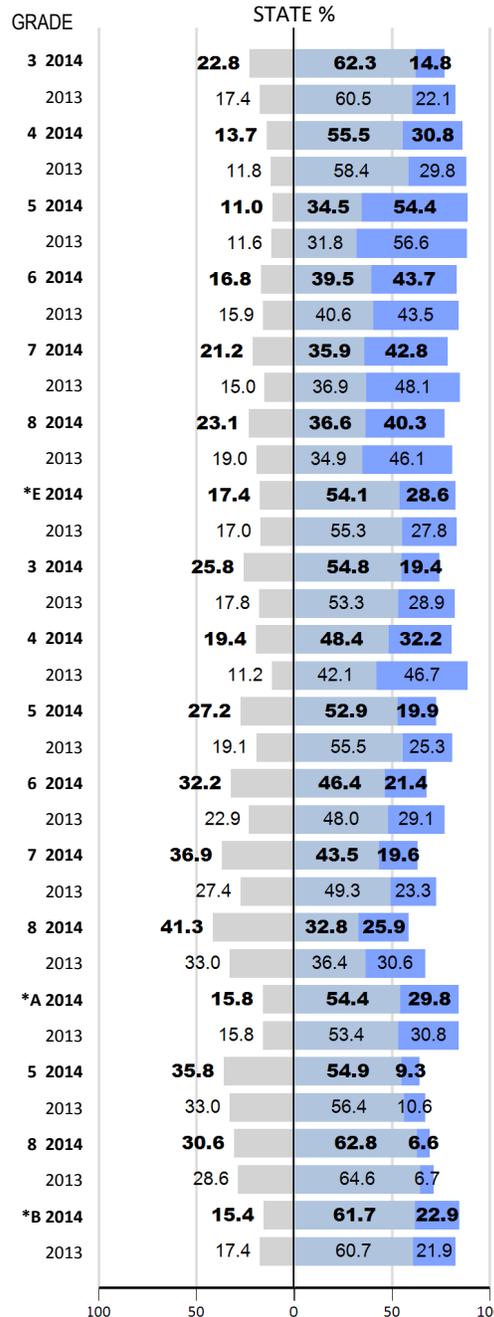
	County		State	
	2014	2013	2014	2013
Elementary	94.7	94.3	95.7	95.5
Middle	93.7	93.7	95.4	95.1
High	93.5	92.5	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	34.0	36.8	27.2	28.4
Advanced Professional	50.0	56.4	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	1.1	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	6.2	9.7	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	7.1	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	4.3	6.5	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			83.81	84.97
Class of 2013 (5-Year Rate)			83.86	87.48

2014 School Progress Index (SPI)			
SPI: 0.7801			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7127	0.5951	0.6120
Reading	0.8054	0.6397	0.8900
Science	0.6705	0.5589	
Middle			
Mathematic	0.5200	0.5909	0.4796
Reading	0.7803	0.8946	0.7752
Science	0.8088	0.8043	
High			
Algebra	0.8770	0.7160	CCR
English	0.8947	1.0315	
Biology	0.9829	0.9745	
‡Dropout			1.0318
‡Graduation			0.7420
†CCP			1.0176
			0.8968

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Grade	Year	Basic %	Proficient %	Advanced %	Alt-MSA Basic %	Alt-MSA Proficient %	Alt-MSA Advanced %
3	2014	10.3	26.5	0.01	10.3	26.5	63.2
	2013	13.4	26.3	0.01	13.4	26.3	60.3
4	2014	11.9	24.3	0.01	11.9	24.3	63.8
	2013	10.2	22.1	0.01	10.2	22.1	67.7
5	2014	11.4	25.0	0.01	11.4	25.0	63.6
	2013	12.6	26.5	0.01	12.6	26.5	60.9
6	2014	13.3	23.5	0.01	13.3	23.5	63.2
	2013	10.3	25.9	0.01	10.3	25.9	63.8
7	2014	12.2	21.0	0.01	12.2	21.0	66.9
	2013	7.9	24.8	0.01	7.9	24.8	67.3
8	2014	12.6	24.6	0.01	12.6	24.6	62.8
	2013	11.2	25.5	0.01	11.2	25.5	63.3
10	2014	18.8	26.6	0.01	18.8	26.6	54.5
	2013	20.9	22.8	0.01	20.9	22.8	56.3
3	2014	12.5	35.9	0.01	12.5	35.9	51.6
	2013	19.2	36.8	0.01	19.2	36.8	44.1
4	2014	14.7	33.9	0.01	14.7	33.9	51.4
	2013	15.5	36.8	0.01	15.5	36.8	47.7
5	2014	18.9	40.3	0.01	18.9	40.3	40.8
	2013	19.7	40.9	0.01	19.7	40.9	39.4
6	2014	16.0	37.0	0.01	16.0	37.0	47.0
	2013	17.2	36.1	0.01	17.2	36.1	46.7
7	2014	13.3	31.9	0.01	13.3	31.9	54.9
	2013	14.3	33.9	0.01	14.3	33.9	51.8
8	2014	17.8	35.7	0.01	17.8	35.7	46.5
	2013	15.5	36.4	0.01	15.5	36.4	48.1
10	2014	22.2	34.3	0.01	22.2	34.3	43.5
	2013	23.8	31.0	0.01	23.8	31.0	45.2
5	2014	19.6	42.5	0.01	19.6	42.5	37.9
	2013	22.7	44.2	0.01	22.7	44.2	33.1
8	2014	19.8	41.0	0.01	19.8	41.0	39.2
	2013	22.3	40.4	0.01	22.3	40.4	37.3
10	2014	28.7	37.3	0.01	28.7	37.3	34.0
	2013	33.3	34.3	0.01	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012
‡Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Frederick County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	Met	Met	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

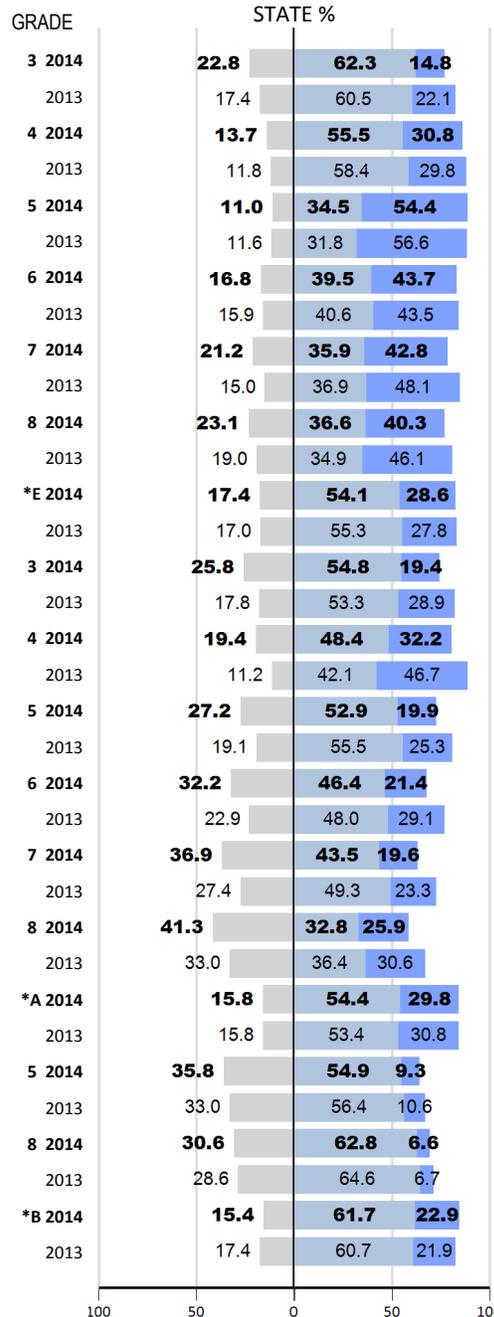
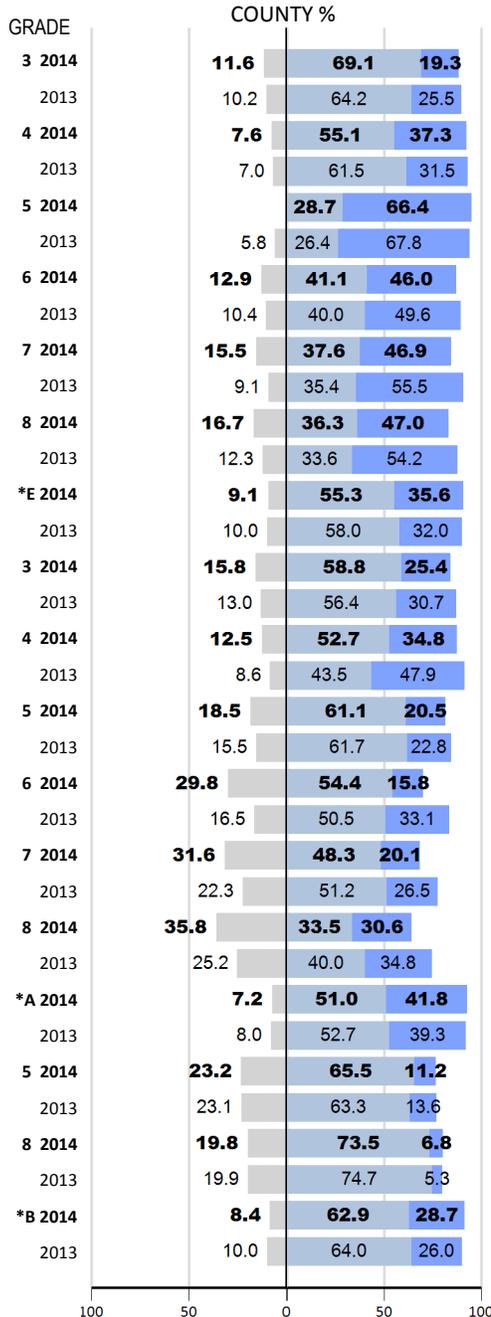
	County		State	
	2014	2013	2014	2013
Attendance Rate %				
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	94.4	93.7	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	23.4	28.0	27.2	28.4
Advanced Professional	72.7	71.3	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.3	0.3	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	3.5	1.9	7.6	6.2
Elementary Low Poverty	1.5	0.8	3.0	2.4
Elementary High Poverty	0.7	2.2	11.4	6.6
Secondary Low Poverty	5.5	2.1	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)		93.31		84.97
Class of 2013 (5-Year Rate)	94.47		87.48	

2014 School Progress Index (SPI)			
SPI: 0.9018		Values 1.0000 and above met the target.	
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0015	0.7334	0.7943
Reading	1.0047	0.8982	0.9556
Science	0.8950	0.8381	
Middle			
Mathematic	0.7433	0.5562	0.6902
Reading	0.9488	0.7705	0.8059
Science	0.9344	0.7679	
High			CCR
Algebra	1.1832	1.0098	
English	1.0097	0.7987	
Biology	1.2058	0.7917	
‡Dropout		0.7491	
‡Graduation		1.0330	1.0946
‡CCP			0.9937

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



GRADE	YEAR	BASIC %	PROFICIENT %	ADVANCED %	BASIC %	PROFICIENT %	ADVANCED %
3	2014	10.3	26.5	56.0	10.3	26.5	63.2
3	2013	13.4	26.3	73.3	13.4	26.3	60.3
4	2014	11.9	24.3	58.8	11.9	24.3	63.8
4	2013	10.2	22.1	72.4	10.2	22.1	67.7
5	2014	11.4	25.0	76.7	11.4	25.0	63.6
5	2013	12.6	26.5	60.0	12.6	26.5	60.9
6	2014	13.3	23.5	86.5	13.3	23.5	63.2
6	2013	10.3	25.9	85.2	10.3	25.9	63.8
7	2014	12.2	21.0	71.4	12.2	21.0	66.9
7	2013	7.9	24.8	86.4	7.9	24.8	67.3
8	2014	12.6	24.6	87.5	12.6	24.6	62.8
8	2013	11.2	25.5	83.9	11.2	25.5	63.3
10	2014	18.8	26.6	53.3	18.8	26.6	54.5
10	2013	20.9	22.8	54.5	20.9	22.8	56.3
3	2014	12.5	35.9	20.0	12.5	35.9	51.6
3	2013	19.2	36.8	40.0	19.2	36.8	44.1
4	2014	14.7	33.9	35.3	14.7	33.9	51.4
4	2013	15.5	36.8	48.3	15.5	36.8	47.7
5	2014	18.9	40.3	36.7	18.9	40.3	40.8
5	2013	19.7	40.9	47.5	19.7	40.9	39.4
6	2014	16.0	37.0	59.5	16.0	37.0	47.0
6	2013	17.2	36.1	74.1	17.2	36.1	46.7
7	2014	13.3	31.9	64.3	13.3	31.9	54.9
7	2013	14.3	33.9	63.6	14.3	33.9	51.8
8	2014	17.8	35.7	66.7	17.8	35.7	46.5
8	2013	15.5	36.4	58.1	15.5	36.4	48.1
10	2014	22.2	34.3	46.7	22.2	34.3	43.5
10	2013	23.8	31.0	54.5	23.8	31.0	45.2
5	2014	19.6	42.5	33.3	19.6	42.5	37.9
5	2013	22.7	44.2	7.5	22.7	44.2	33.1
8	2014	19.8	41.0	50.0	19.8	41.0	39.2
8	2013	22.3	40.4	25.8	22.3	40.4	37.3
10	2014	28.7	37.3	30.0	28.7	37.3	34.0
10	2013	33.3	34.3	27.3	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012
‡Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Garrett County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	--
Asian	Met	Met	na	na	--
Black or African American	Met	Met	na	na	na
Hispanic/Latino of any race	Not Met	Not Met	na	na	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	na	na	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	--
All Students Attendance Rate:					Met

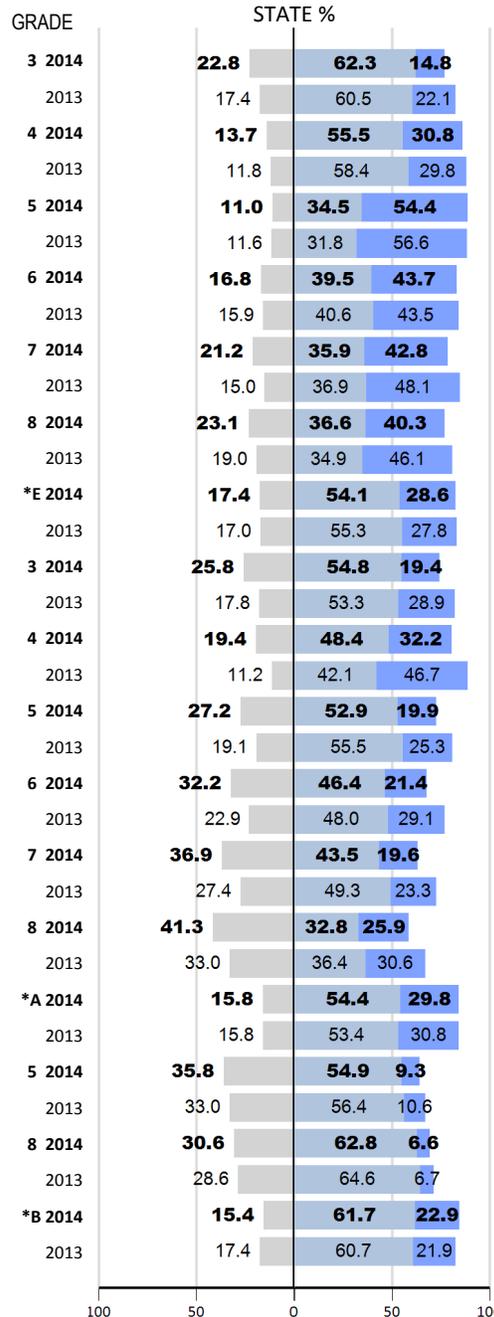
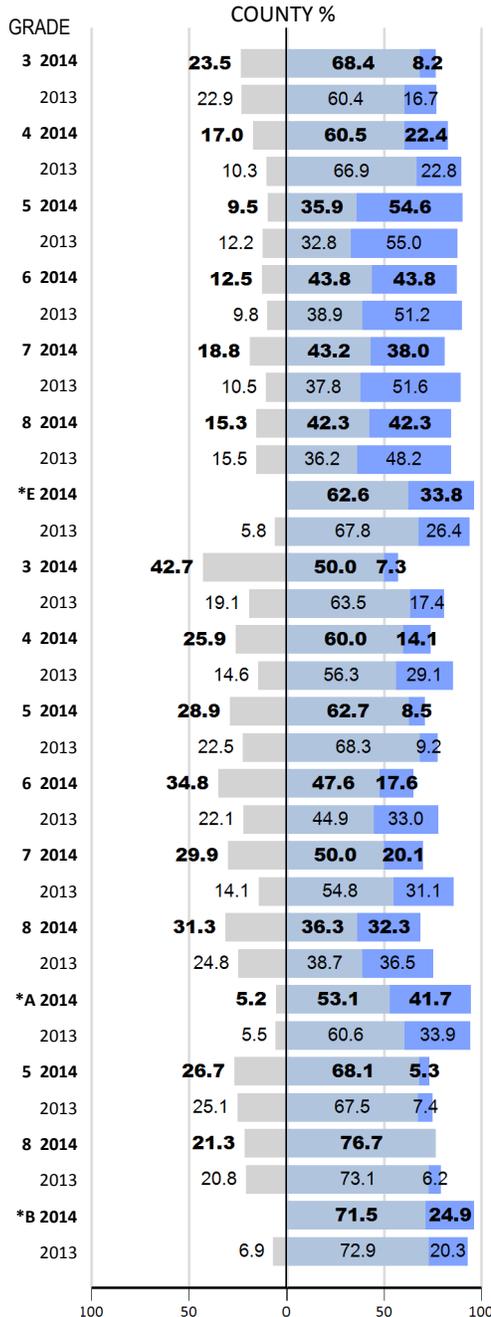
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.6	95.4	95.1
High	93.8	94.8	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	9.3	12.1	27.2	28.4
Advanced Professional	90.7	87.5	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	0.6	5.8	7.6	6.2
Elementary Low Poverty	*	7.3	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			92.57	84.97
Class of 2013 (5-Year Rate)			93.19	87.48

2014 School Progress Index (SPI)			
SPI: 0.9172			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.6840	0.7092	0.6653
Reading	0.8525	0.9183	0.9061
Science	0.8960	1.0595	
Middle			
Mathematic	0.6934	0.6623	0.7295
Reading	0.9132	0.9273	0.8486
Science	0.8894	0.7386	
High			CCR
Algebra	1.2057	0.8845	
English	1.0520	0.9486	
Biology	1.2478	1.0224	
‡Dropout			0.9670
‡Graduation			1.0297
†CCP			0.9996

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



*na indicates too few students for School Progress rules or Subject was field tested. *** indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Harford County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	Met	Met	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Not Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

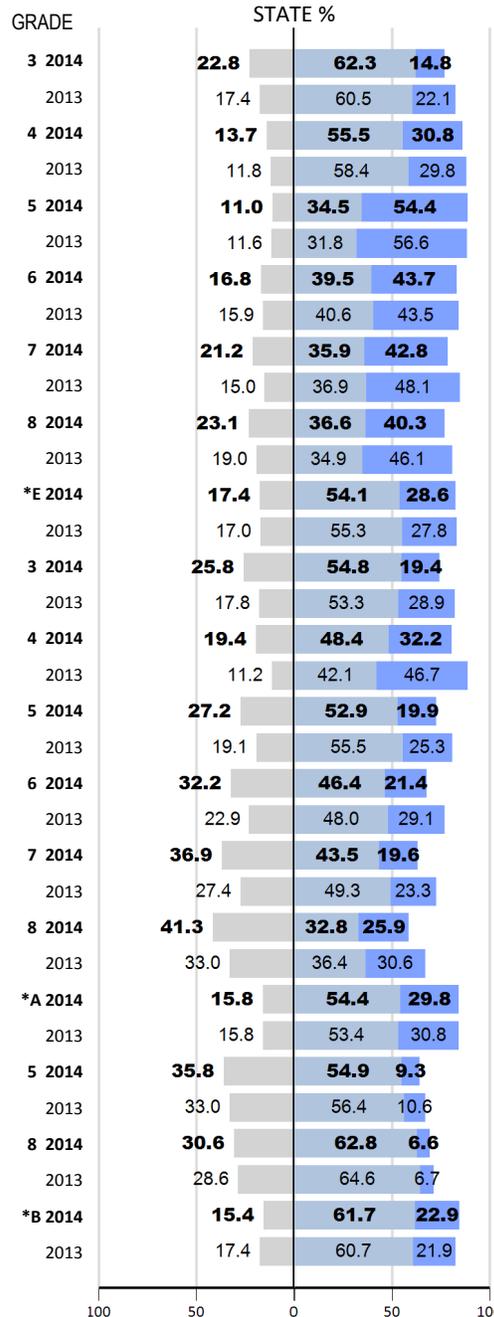
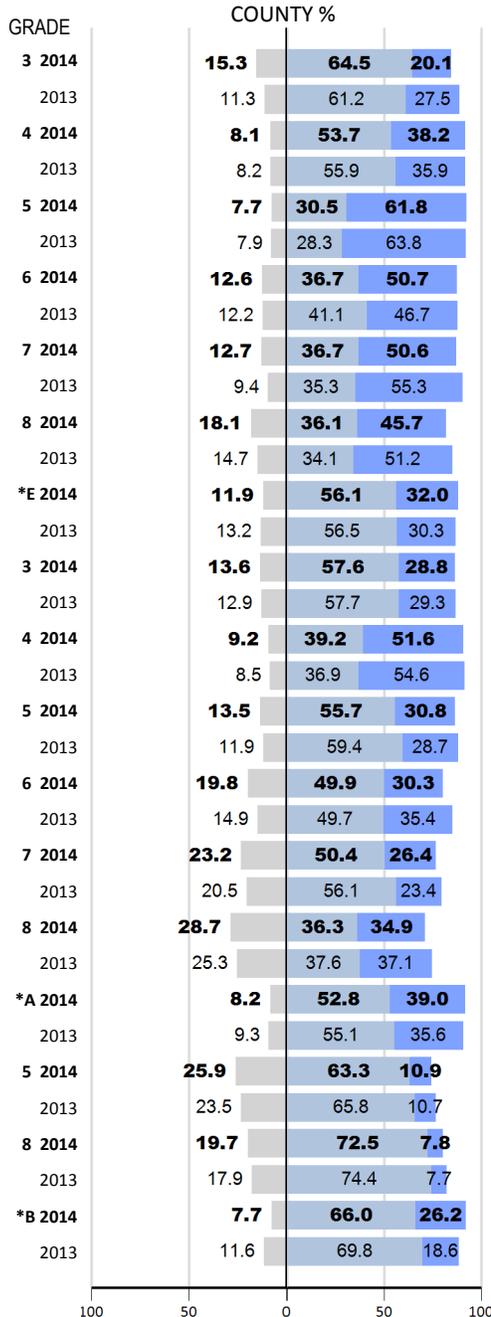
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.9	95.4	95.1
High	94.4	93.5	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	24.4	26.9	27.2	28.4
Advanced Professional	73.9	71.4	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.1	0.1	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	4.6	4.2	7.6	6.2
Elementary Low Poverty	1.0	2.2	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	5.2	4.5	6.0	5.6
Secondary High Poverty	1.3	14.6	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			89.52	84.97
Class of 2013 (5-Year Rate)			90.80	87.48

2014 School Progress Index (SPI)			
SPI: 0.9237			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.9030	0.7972	0.9278
Reading	0.9818	0.8727	0.9476
Science	0.8931	0.7218	
Middle			
Mathematic	0.8697	0.6301	0.8435
Reading	0.9313	0.7722	0.8827
Science	0.9344	0.6367	
High			CCR
Algebra	1.1675	1.0165	
English	1.0087	1.0957	
Biology	1.0371	1.0737	
‡Dropout	0.9930		
‡Graduation	0.9963		1.0210
‡CCP			1.0198

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Grade	County %	State %	County %	State %	County %	State %	
3	2014	10.3	26.5	26.3	10.3	26.5	63.2
	2013	13.4	26.3	54.5	13.4	26.3	60.3
4	2014	11.9	24.3	40.0	11.9	24.3	63.8
	2013	10.2	22.1	57.9	10.2	22.1	67.7
5	2014	11.4	25.0	55.0	11.4	25.0	63.6
	2013	12.6	26.5	36.0	12.6	26.5	60.9
6	2014	13.3	23.5	65.5	13.3	23.5	63.2
	2013	10.3	25.9	52.4	10.3	25.9	63.8
7	2014	12.2	21.0	76.7	12.2	21.0	66.9
	2013	7.9	24.8	65.8	7.9	24.8	67.3
8	2014	12.6	24.6	59.0	12.6	24.6	62.8
	2013	11.2	25.5	78.3	11.2	25.5	63.3
10	2014	18.8	26.6	50.0	18.8	26.6	54.5
	2013	20.9	22.8	75.0	20.9	22.8	56.3
3	2014	12.5	35.9	31.6	12.5	35.9	51.6
	2013	19.2	36.8	22.7	19.2	36.8	44.1
4	2014	14.7	33.9	20.0	14.7	33.9	51.4
	2013	15.5	36.8	21.1	15.5	36.8	47.7
5	2014	18.9	40.3	≤ 5.0	18.9	40.3	40.8
	2013	19.7	40.9	24.0	19.7	40.9	39.4
6	2014	16.0	37.0	62.1	16.0	37.0	47.0
	2013	17.2	36.1	33.3	17.2	36.1	46.7
7	2014	13.3	31.9	33.3	13.3	31.9	54.9
	2013	14.3	33.9	50.0	14.3	33.9	51.8
8	2014	17.8	35.7	33.3	17.8	35.7	46.5
	2013	15.5	36.4	47.8	15.5	36.4	48.1
10	2014	22.2	34.3	45.2	22.2	34.3	43.5
	2013	23.8	31.0	47.5	23.8	31.0	45.2
5	2014	19.6	42.5	15.0	19.6	42.5	37.9
	2013	22.7	44.2	16.0	22.7	44.2	33.1
8	2014	19.8	41.0	33.3	19.8	41.0	39.2
	2013	22.3	40.4	39.1	22.3	40.4	37.3
10	2014	28.7	37.3	31.0	28.7	37.3	34.0
	2013	33.3	34.3	50.0	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012
‡Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Howard County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	na	na	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate:					Met

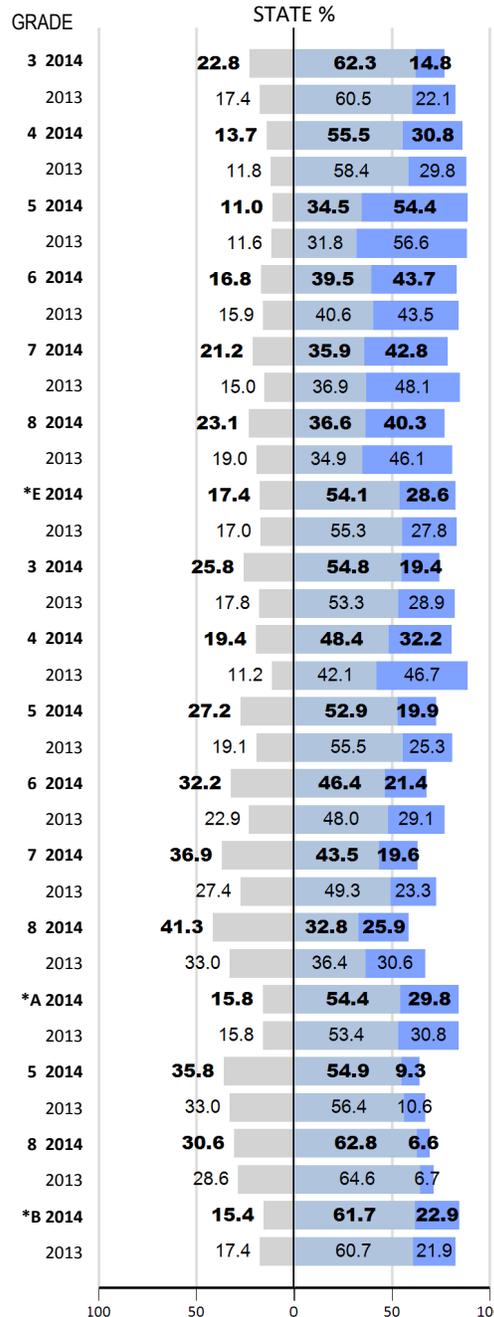
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	≥ 95.0	≥ 95.0	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	27.7	29.2	27.2	28.4
Advanced Professional	65.3	65.7	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	1.1	1.1	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	6.5	5.8	7.6	6.2
Elementary Low Poverty	6.0	4.1	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	6.7	5.9	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			93.25	84.97
Class of 2013 (5-Year Rate)			94.40	87.48

2014 School Progress Index (SPI)			
SPI: 0.8987			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0171	0.6924	0.7344
Reading	1.0077	0.8705	0.9596
Science	0.9227	0.8371	
Middle			
Mathematic	0.7861	0.5451	0.7458
Reading	0.9907	0.7360	0.8452
Science	0.9240	0.6836	
High			
Algebra	1.1928	0.8508	CCR
English	1.0654	0.8274	
Biology	1.2426	0.9585	
‡Dropout			0.8172
‡Graduation			0.7556
†CCP			0.9914

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



†College and Career Preparation (CCP) – 2012
‡Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Kent County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	na
Asian	Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	na	na	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Met	Not Met	na	na	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

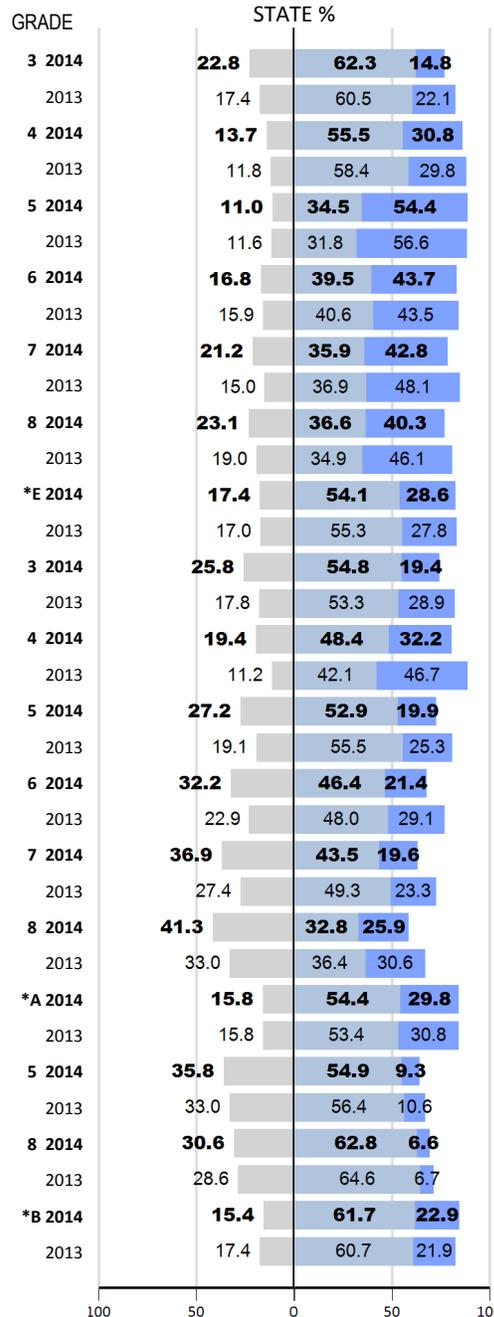
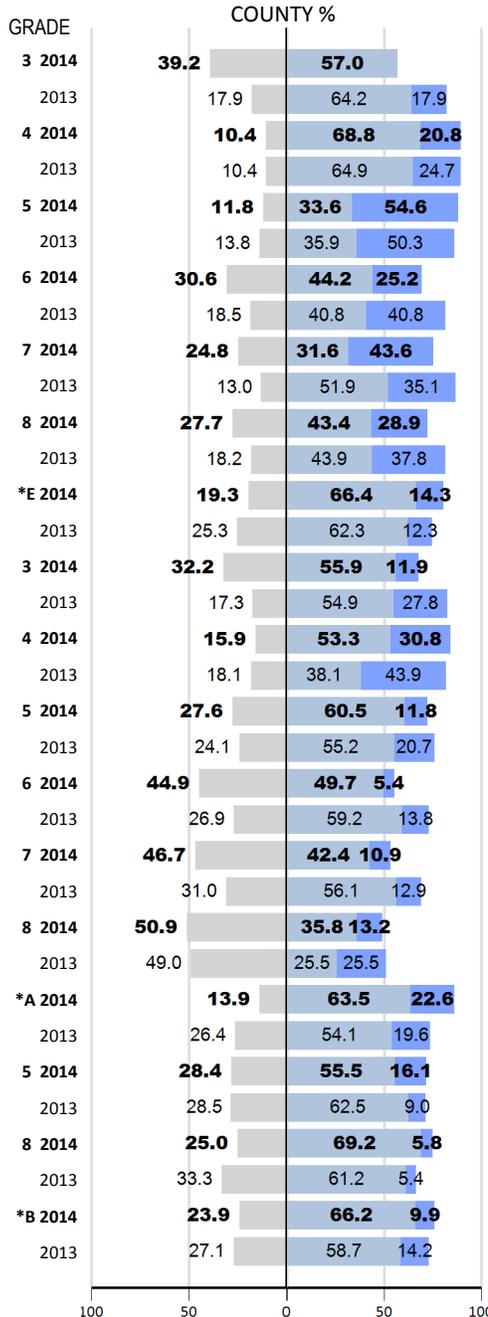
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	94.6	95.7	95.5
Middle	≥ 95.0	94.1	95.4	95.1
High	94.1	91.4	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	29.7	34.4	27.2	28.4
Advanced Professional	69.5	63.1	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	2.1	1.2	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			88.00	84.97
Class of 2013 (5-Year Rate)			89.14	87.48

2014 School Progress Index (SPI)			
SPI: 0.8557			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7650	0.6969	0.7700
Reading	0.7978	0.7753	0.9540
Science	0.8881	0.6088	
Middle			
Mathematic	0.5988	0.7004	0.6584
Reading	0.8515	0.5219	0.8060
Science	0.9556	1.1081	
High			CCR
Algebra	1.0182	1.0647	
English	0.9591	0.9627	
Biology	0.9593	0.8635	
‡Dropout	1.0095		
‡Graduation	0.9631	1.0299	
‡CCP			0.8957

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



*na indicates too few students for School Progress rules or Subject was field tested. *** indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Montgomery County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	Not Met	Met	Met	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate:					Met

Attendance Rate %

	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	93.8	94.7	92.7	92.5

Teacher Qualifications

	County	State
% of certificates:		
Standard Professional	26.1	26.5
Advanced Professional	65.9	65.5
Resident Teacher	0.0	0.0
Conditional Teacher	0.4	0.3

% of classes NOT taught by highly qualified

	County	State
All Quartiles	3.2	2.8
Elementary Low Poverty	2.3	1.5
Elementary High Poverty	0.7	0.8
Secondary Low Poverty	3.1	3.5
Secondary High Poverty	8.3	11.3

Cohort Graduation Rate

	County	State
Class of 2013 (4-Year Rate)	88.34	84.97
Class of 2013 (5-Year Rate)	91.01	87.48

2014 School Progress Index (SPI)

SPI: 0.8870		Values 1.0000 and above met the target.	
	Achievement	Gap Red.	Growth
Elementary	0.7849	0.6450	0.7687
Mathematic	0.9445	0.8460	0.9445
Reading	0.8571	0.7794	
Science			
Middle			
Mathematic	0.8358	0.7065	0.8492
Reading	0.8877	0.7628	0.8743
Science	0.9337	0.6867	
High			
Achievement			CCR
Algebra	1.1284	0.8955	
English	0.9674	0.8481	
Biology	1.1970	0.9332	
‡Dropout		0.8980	
‡Graduation		0.8786	1.0122
‡CCP			0.9667

MSA Proficiency Levels

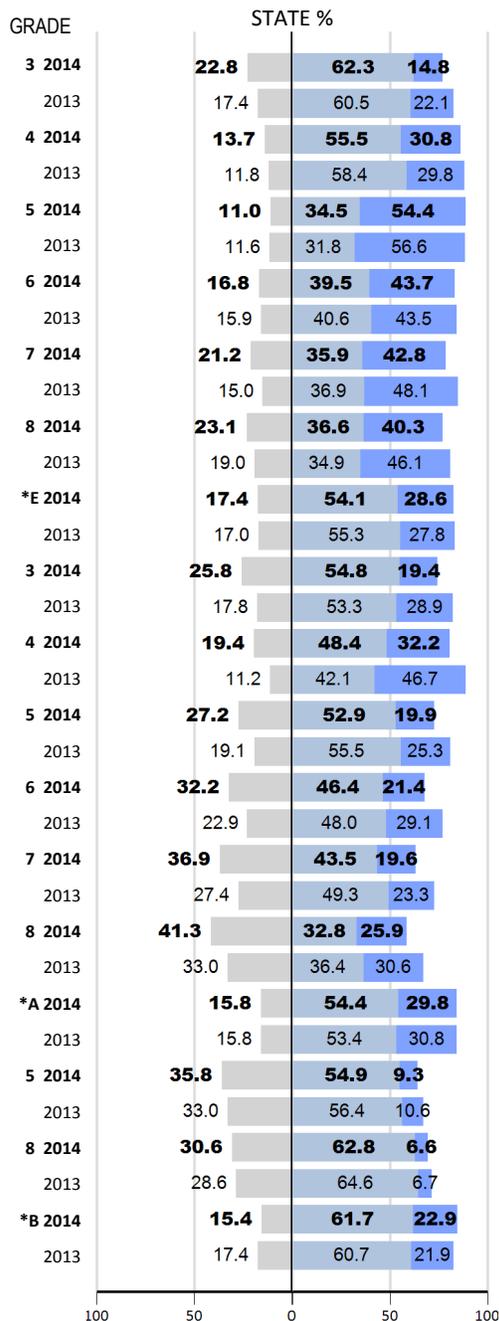
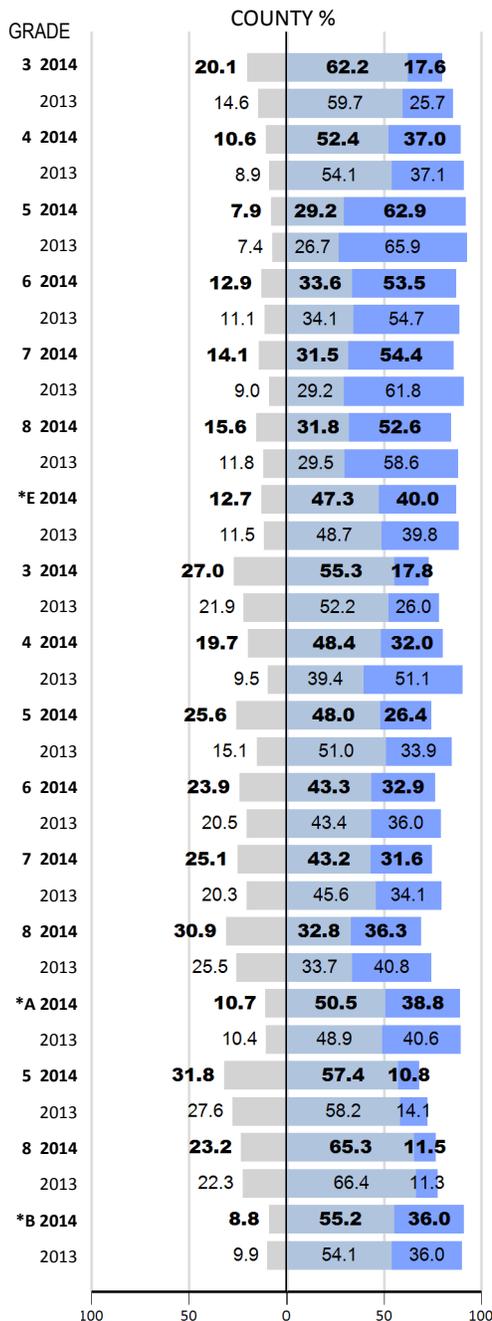
Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels

Reading

Mathematics

Science



"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Prince George's County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Not Met
American Indian or Alaska Native	Met	Not Met	Met	Met	Not Met
Asian	Not Met	Not Met	Met	Met	Not Met
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Not Met
Native Hawaiian or Other Pacific Islander	Not Met	Not Met	Met	Met	na
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	Not Met
All Students Attendance Rate:					Met

Attendance Rate %

	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	92.4	91.8	92.7	92.5

Teacher Qualifications

% of certificates:

Standard Professional	27.0	26.7	27.2	28.4
Advanced Professional	63.4	65.6	65.5	65.1
Resident Teacher	2.8	2.6	0.7	0.8
Conditional Teacher	2.3	1.5	1.0	0.9

% of classes NOT taught by highly qualified

All Quartiles	11.9	10.1	7.6	6.2
Elementary Low Poverty	14.9	18.2	3.0	2.4
Elementary High Poverty	6.8	6.1	11.4	6.6
Secondary Low Poverty	20.1	17.5	6.0	5.6
Secondary High Poverty	14.7	10.8	15.7	14.0

Cohort Graduation Rate

Class of 2013 (4-Year Rate)	74.12	84.97
Class of 2013 (5-Year Rate)	78.81	87.48

2014 School Progress Index (SPI)

SPI: 0.7948 Values 1.0000 and above met the target.

Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7544	0.6311	0.7257
Reading	0.8657	0.8192	0.9293
Science	0.7909	0.6818	
Middle			
Mathematic	0.6768	0.5091	0.7742
Reading	0.7810	0.6370	0.8621
Science	0.8497	0.5453	
High			CCR
Algebra	0.9214	0.7109	
English	0.9353	0.6480	
Biology	0.9690	0.7116	
‡Dropout		0.9771	
‡Graduation		0.9041	0.9627
‡CCP			0.9237

MSA Proficiency Levels

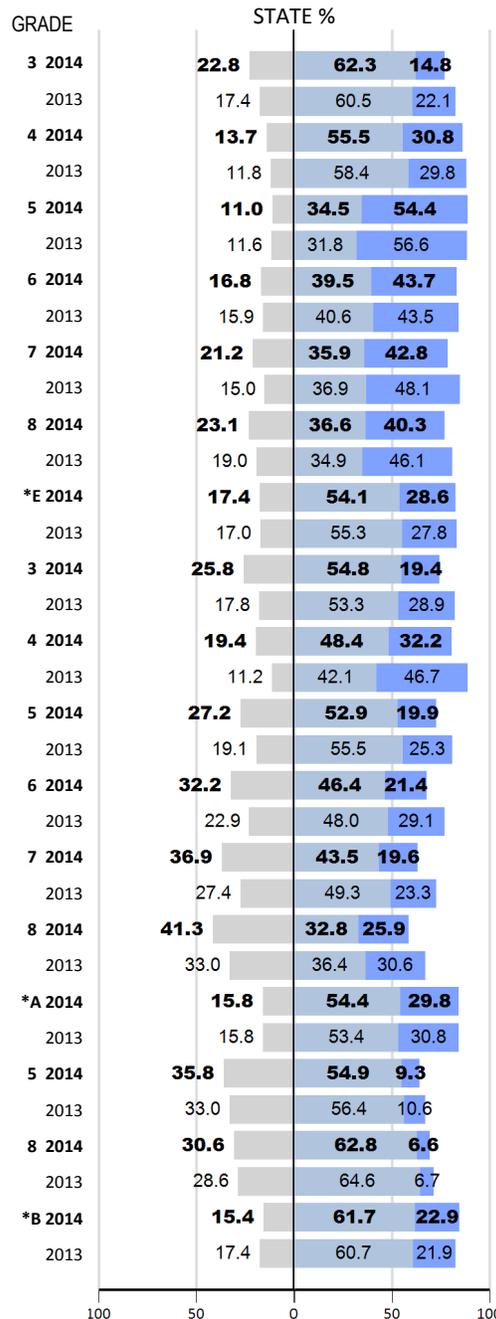
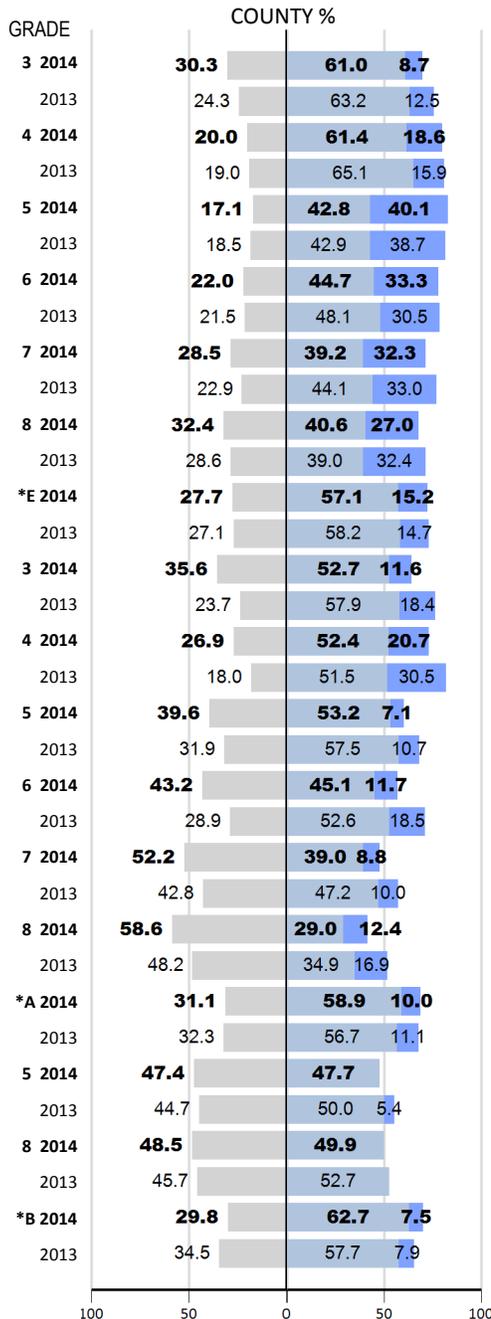
Basic %	Proficient %	Advanced %
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Alt-MSA Proficiency Levels

Reading

Mathematics

Science



"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Queen Anne's County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Met	Not Met	Met	Met	Met
Special Education	Met	Not Met	Met	Met	Met
Limited English Proficient	Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

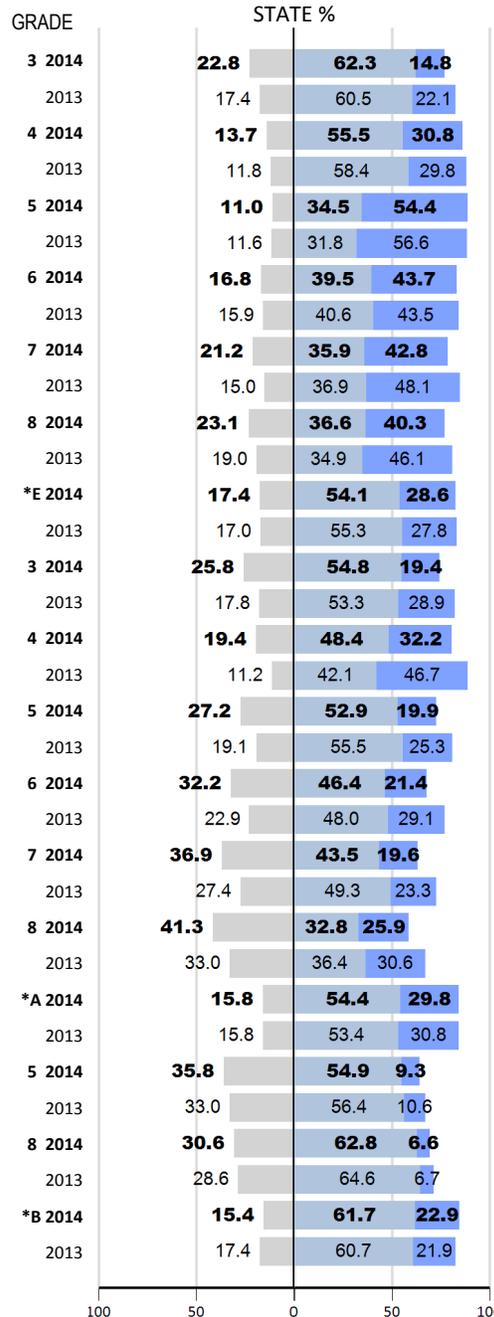
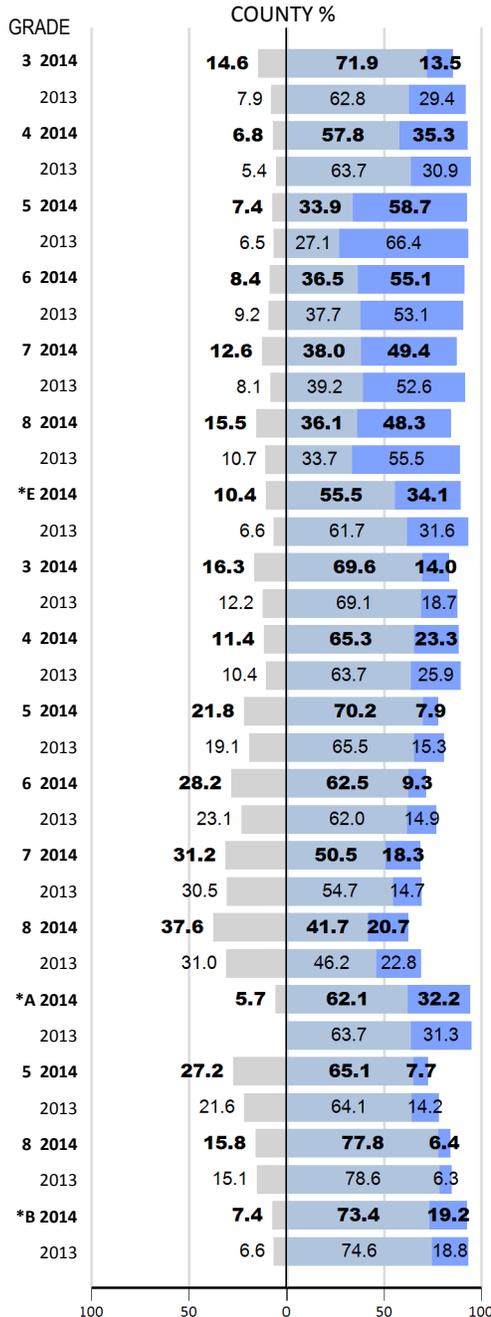
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	94.9	95.7	95.5
Middle	≥ 95.0	≥ 95.0	95.4	95.1
High	94.7	94.0	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	22.3	25.2	27.2	28.4
Advanced Professional	75.4	72.7	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.8	0.3	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	2.4	2.1	7.6	6.2
Elementary Low Poverty	0.0	0.0	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	2.4	3.8	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			93.49	84.97
Class of 2013 (5-Year Rate)			93.55	87.48

2014 School Progress Index (SPI)			
SPI: 0.9082			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0037	0.8398	0.7541
Reading	0.9950	0.8889	0.9036
Science	0.8386	0.6726	
Middle			
Mathematic	0.7150	0.5330	0.8037
Reading	1.0035	0.6544	0.8421
Science	0.9204	0.7518	
High			
Achievement			CCR
Algebra	1.1745	1.0661	
English	0.9950	0.9839	
Biology	1.1895	0.9482	
‡Dropout			0.9538
‡Graduation			1.0285
‡CCP			0.9808

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



GRADE	YEAR	BASIC %	PROFICIENT %	ADVANCED %
3	2014	10.3	26.5	0.01
3	2013	13.4	26.3	0.01
4	2014	11.9	24.3	0.01
4	2013	10.2	22.1	0.01
5	2014	11.4	25.0	0.01
5	2013	12.6	26.5	0.01
6	2014	13.3	23.5	0.01
6	2013	10.3	25.9	0.01
7	2014	12.2	21.0	0.01
7	2013	7.9	24.8	0.01
8	2014	12.6	24.6	0.01
8	2013	11.2	25.5	0.01
10	2014	18.8	26.6	0.01
10	2013	20.9	22.8	0.01
3	2014	12.5	35.9	0.01
3	2013	19.2	36.8	0.01
4	2014	14.7	33.9	0.01
4	2013	15.5	36.8	0.01
5	2014	18.9	40.3	0.01
5	2013	19.7	40.9	0.01
6	2014	16.0	37.0	0.01
6	2013	17.2	36.1	0.01
7	2014	13.3	31.9	0.01
7	2013	14.3	33.9	0.01
8	2014	17.8	35.7	0.01
8	2013	15.5	36.4	0.01
10	2014	22.2	34.3	0.01
10	2013	23.8	31.0	0.01
5	2014	19.6	42.5	0.01
5	2013	22.7	44.2	0.01
8	2014	19.8	41.0	0.01
8	2013	22.3	40.4	0.01
10	2014	28.7	37.3	0.01
10	2013	33.3	34.3	0.01

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Saint Mary's County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Met	Not Met	na	na	na
Asian	Not Met	Not Met	Met	Met	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

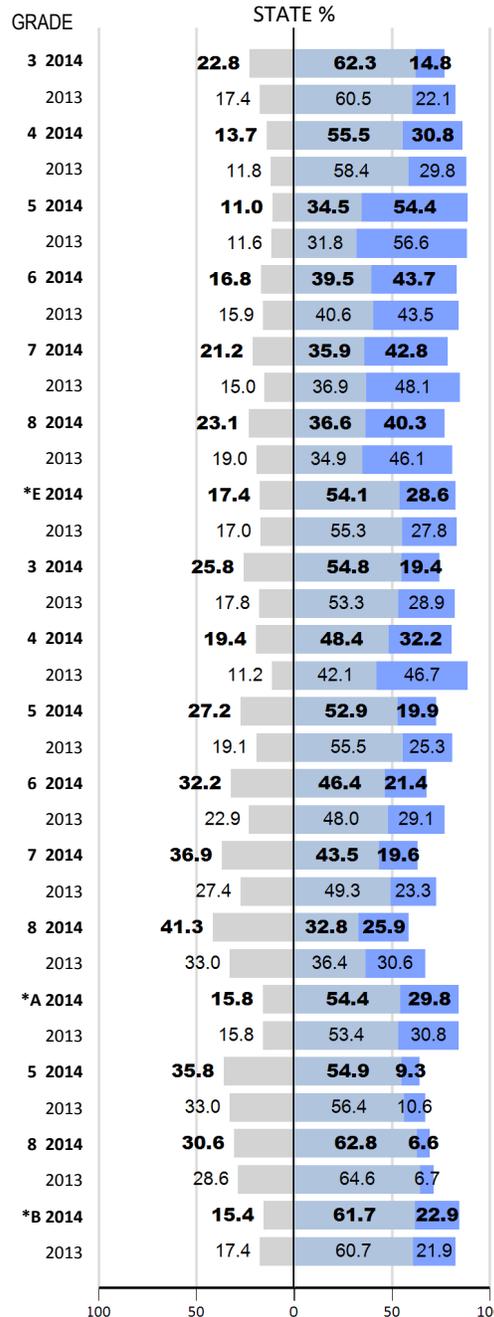
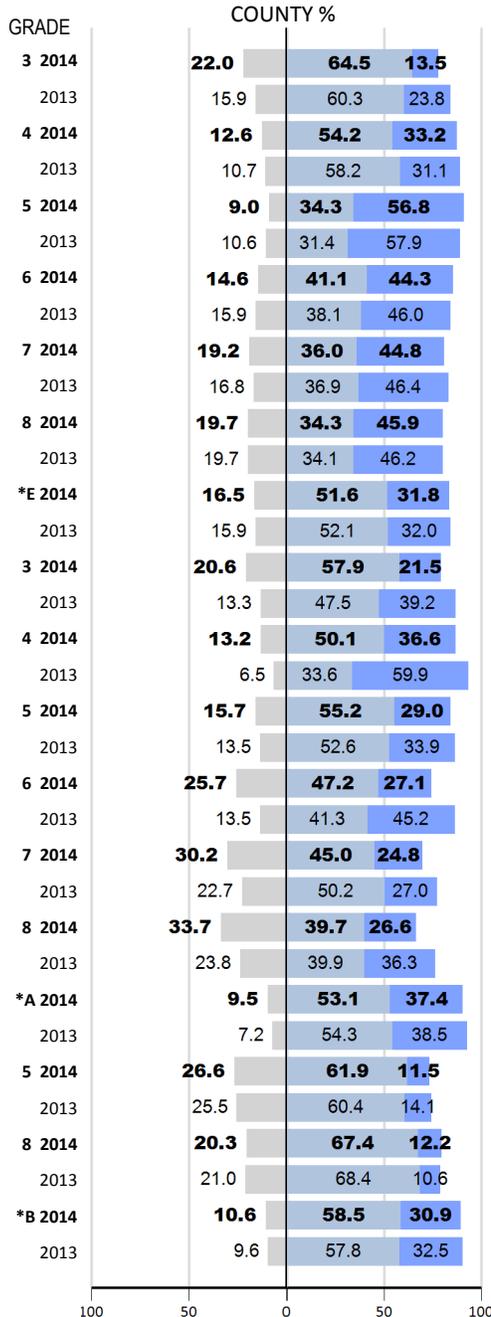
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.8	95.4	95.1
High	94.0	93.5	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	20.9	22.4	27.2	28.4
Advanced Professional	74.9	72.3	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.2	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	3.7	3.7	7.6	6.2
Elementary Low Poverty	2.3	1.8	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	5.6	5.6	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			91.50	84.97
Class of 2013 (5-Year Rate)			92.91	87.48

2014 School Progress Index (SPI)			
SPI: 0.8592			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0131	0.6553	0.7229
Reading	0.8695	0.7251	0.9661
Science	0.8894	0.7051	
Middle			
Mathematic	0.7776	0.5174	0.6809
Reading	0.9120	0.7265	0.9367
Science	0.9235	0.6789	
High	Achievement	Gap Red.	CCR
Algebra	1.1348	0.8522	
English	0.9261	0.6425	
Biology	1.1685	0.6592	
‡Dropout	1.0007		
‡Graduation	0.9623	1.0591	
†CCP			1.0807

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Subject	Grade	Year	Basic %	Proficient %	Advanced %
Reading	3	2014	10.3	26.5	90.0
		2013	13.4	26.3	0.01
	4	2014	11.9	24.3	0.01
		2013	10.2	22.1	90.9
	5	2014	11.4	25.0	≥ 95.0
		2013	12.6	26.5	0.01
	6	2014	13.3	23.5	0.01
		2013	10.3	25.9	0.01
	7	2014	12.2	21.0	72.7
		2013	7.9	24.8	64.7
	8	2014	12.6	24.6	61.5
		2013	11.2	25.5	58.3
Mathematics	10	2014	18.8	26.6	75.0
		2013	20.9	22.8	0.01
	3	2014	12.5	35.9	90.0
		2013	19.2	36.8	0.01
	4	2014	14.7	33.9	0.01
		2013	15.5	36.8	72.7
Science	5	2014	18.9	40.3	90.0
		2013	19.7	40.9	0.01
	6	2014	16.0	37.0	0.01
		2013	17.2	36.1	0.01
	7	2014	13.3	31.9	63.6
		2013	14.3	33.9	41.2
8	2014	17.8	35.7	53.8	
	2013	15.5	36.4	25.0	
*A	10	2014	22.2	34.3	58.3
		2013	23.8	31.0	0.01
	5	2014	19.6	42.5	50.0
		2013	22.7	44.2	0.01
8	2014	19.8	41.0	30.8	
	2013	22.3	40.4	≤ 5.0	
10	2014	28.7	37.3	33.3	
	2013	33.3	34.3	0.01	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Somerset County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Not Met
American Indian or Alaska Native	*	*	*	*	na
Asian	Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	na
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

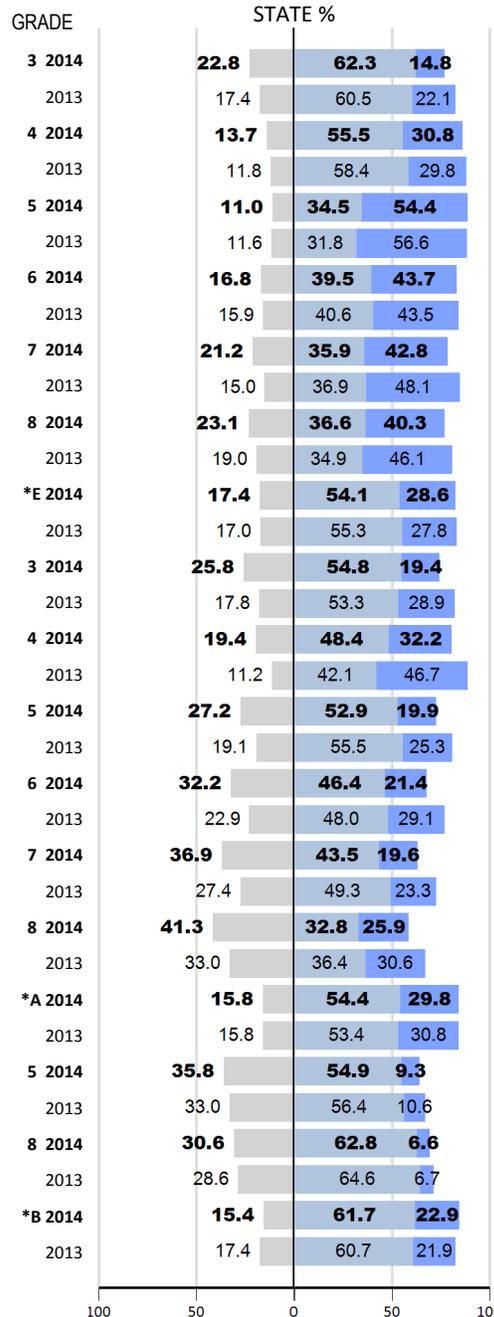
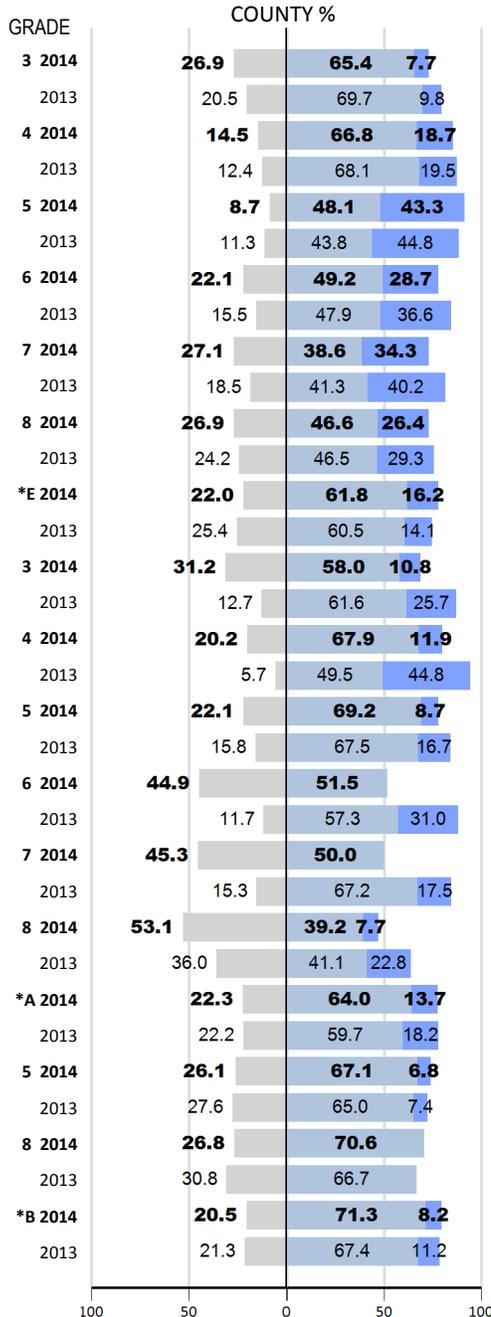
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	94.5	95.7	95.5
Middle	94.2	93.8	95.4	95.1
High	92.9	91.6	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	41.5	40.3	27.2	28.4
Advanced Professional	49.1	50.9	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.6	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	5.0	2.3	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	0.0	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	9.5	4.6	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			77.00	84.97
Class of 2013 (5-Year Rate)			78.40	87.48

2014 School Progress Index (SPI)			
SPI: 0.8105			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7053	0.8089	0.4944
Reading	0.8761	0.9108	0.8504
Science	0.8758	0.7633	
Middle			
Mathematic	0.5770	0.6613	0.3504
Reading	0.8310	0.8620	0.7949
Science	0.8786	0.8488	
High			
Algebra	0.9483	0.7914	CCR
English	0.9575	0.6195	
Biology	1.0192	0.8544	
‡Dropout	1.0033		
‡Graduation	1.0363	0.9275	
†CCP			0.9300

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



*na indicates too few students for School Progress rules or Subject was field tested. *** indicates no students or fewer than 10 students in category.

†College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Talbot County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
	Not Met	Not Met	Met	Met	Met
All Students	na	na	na	na	na
American Indian or Alaska Native	na	na	na	na	na
Asian	Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	na	na	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

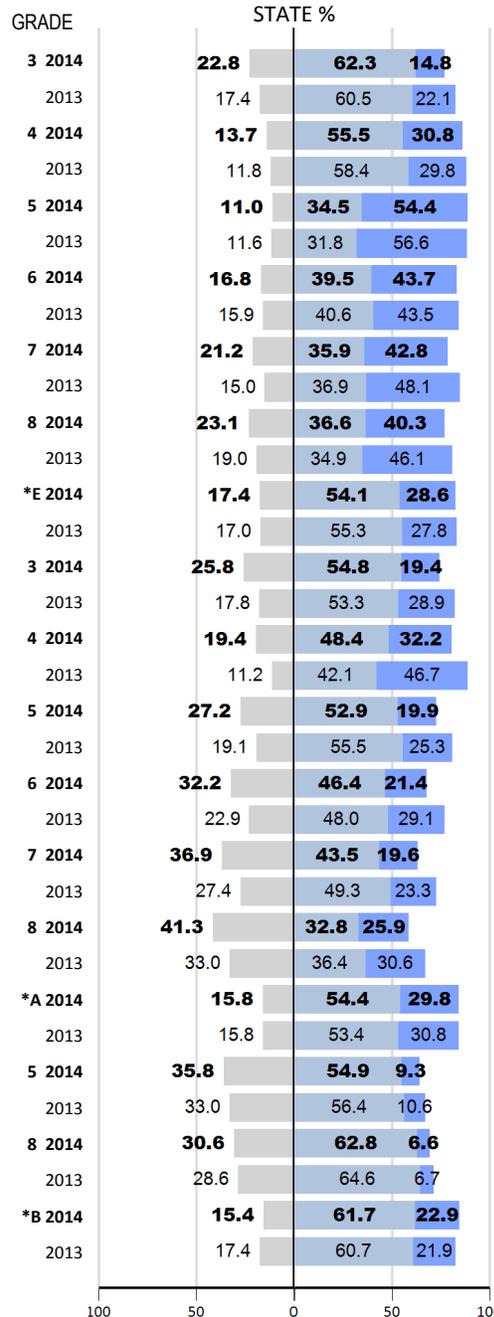
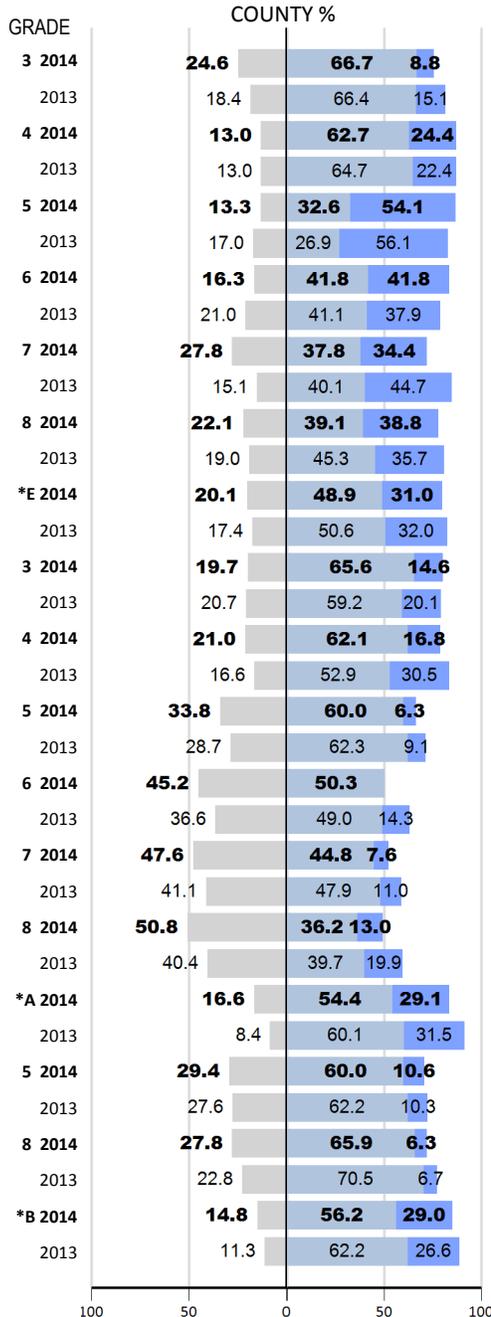
	County		State	
	2014	2013	2014	2013
Attendance Rate %				
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.9	95.4	95.1
High	93.7	93.3	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	39.0	41.6	27.2	28.4
Advanced Professional	59.6	57.5	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.4	0.0	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	0.1	2.2	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)		91.21		84.97
Class of 2013 (5-Year Rate)		91.46		87.48

2014 School Progress Index (SPI)			
SPI: 0.8406			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.8419	0.8341	0.6864
Reading	0.8480	0.9326	0.9145
Science	0.8624	0.7266	
Middle			
Mathematic	0.5816	0.5373	0.7521
Reading	0.7968	0.5997	0.8711
Science	0.9536	0.6573	
High			
Achievement	0.9455	0.8020	CCR
Algebra	0.9455	0.7145	
English	1.0110	0.9911	
Biology		0.9409	
‡Dropout		0.8949	1.0368
‡Graduation			1.0378
†CCP			

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Subject	Grade	Year	Basic %	Proficient %	Advanced %
Reading	3	2014	10.3	26.5	0.01
	3	2013	13.4	26.3	0.01
	4	2014	11.9	24.3	0.01
Mathematics	4	2014	11.9	24.3	0.01
	4	2013	10.2	22.1	0.01
	5	2014	11.4	25.0	0.01
Science	5	2014	11.4	25.0	0.01
	5	2013	12.6	26.5	0.01
	6	2014	13.3	23.5	0.01
Alt-MSA	6	2014	13.3	23.5	0.01
	6	2013	10.3	25.9	0.01
	7	2014	12.2	21.0	0.01
Alt-MSA	7	2014	12.2	21.0	0.01
	7	2013	7.9	24.8	0.01
	8	2014	12.6	24.6	0.01
Alt-MSA	8	2014	12.6	24.6	0.01
	8	2013	11.2	25.5	0.01
	10	2014	18.8	26.6	0.01
Alt-MSA	10	2014	18.8	26.6	0.01
	10	2013	20.9	22.8	0.01
	3	2014	12.5	35.9	0.01
Alt-MSA	3	2014	12.5	35.9	0.01
	3	2013	19.2	36.8	0.01
	4	2014	14.7	33.9	0.01
Alt-MSA	4	2014	14.7	33.9	0.01
	4	2013	15.5	36.8	0.01
	5	2014	18.9	40.3	0.01
Alt-MSA	5	2014	18.9	40.3	0.01
	5	2013	19.7	40.9	0.01
	6	2014	16.0	37.0	0.01
Alt-MSA	6	2014	16.0	37.0	0.01
	6	2013	17.2	36.1	0.01
	7	2014	13.3	31.9	0.01
Alt-MSA	7	2014	13.3	31.9	0.01
	7	2013	14.3	33.9	0.01
	8	2014	17.8	35.7	0.01
Alt-MSA	8	2014	17.8	35.7	0.01
	8	2013	15.5	36.4	0.01
	10	2014	22.2	34.3	0.01
Alt-MSA	10	2014	22.2	34.3	0.01
	10	2013	23.8	31.0	0.01
	5	2014	19.6	42.5	0.01
Alt-MSA	5	2014	19.6	42.5	0.01
	5	2013	22.7	44.2	0.01
	8	2014	19.8	41.0	0.01
Alt-MSA	8	2014	19.8	41.0	0.01
	8	2013	22.3	40.4	0.01
	10	2014	28.7	37.3	0.01
Alt-MSA	10	2014	28.7	37.3	0.01
	10	2013	33.3	34.3	0.01

†College and Career Preparation (CCP) – 2012
‡Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Washington County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	Not Met	na	na	na
Asian	Not Met	Not Met	Met	Met	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	na
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

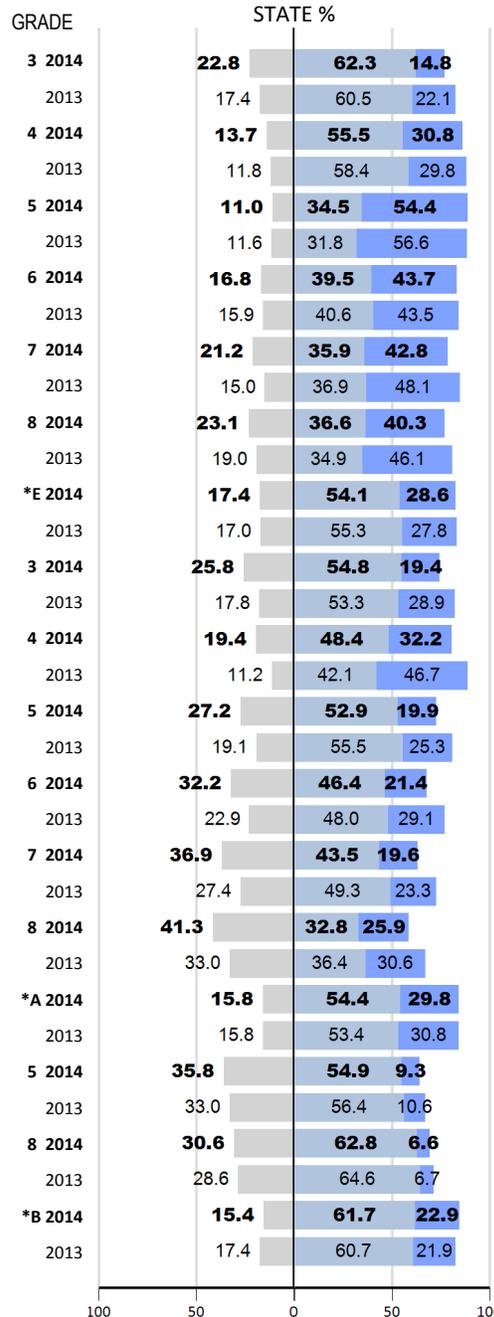
	County		State	
	2014	2013	2014	2013
Attendance Rate %				
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	94.9	≥ 95.0	95.4	95.1
High	94.2	94.3	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	27.5	33.9	27.2	28.4
Advanced Professional	66.4	64.7	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.3	0.3	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	4.6	3.2	7.6	6.2
Elementary Low Poverty	3.6	0.0	3.0	2.4
Elementary High Poverty	2.2	1.1	11.4	6.6
Secondary Low Poverty	8.1	2.3	6.0	5.6
Secondary High Poverty	7.3	5.2	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)		91.45		84.97
Class of 2013 (5-Year Rate)		92.97		87.48

2014 School Progress Index (SPI)			
SPI: 0.8342			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7874	0.5813	0.6602
Reading	0.8464	0.7316	0.9421
Science	0.7960	0.6683	
Middle			
Mathematic	0.7947	0.5604	0.7482
Reading	0.8544	0.6666	0.8351
Science	0.8691	0.5165	
High			
Algebra	1.1809	0.8964	CCR
English	1.0040	0.7095	
Biology	1.2011	0.7631	
‡Dropout		0.8844	
‡Graduation		0.8756	1.0773
‡CCP			0.9461

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Wicomico County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Not Met	Met	Met	Not Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Not Met	Not Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	Met
Native Hawaiian or Other Pacific Islander	Met	Met	na	na	--
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	Not Met
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Not Met
Limited English Proficient	Not Met	Not Met	Met	Met	na
All Students Attendance Rate:					Met

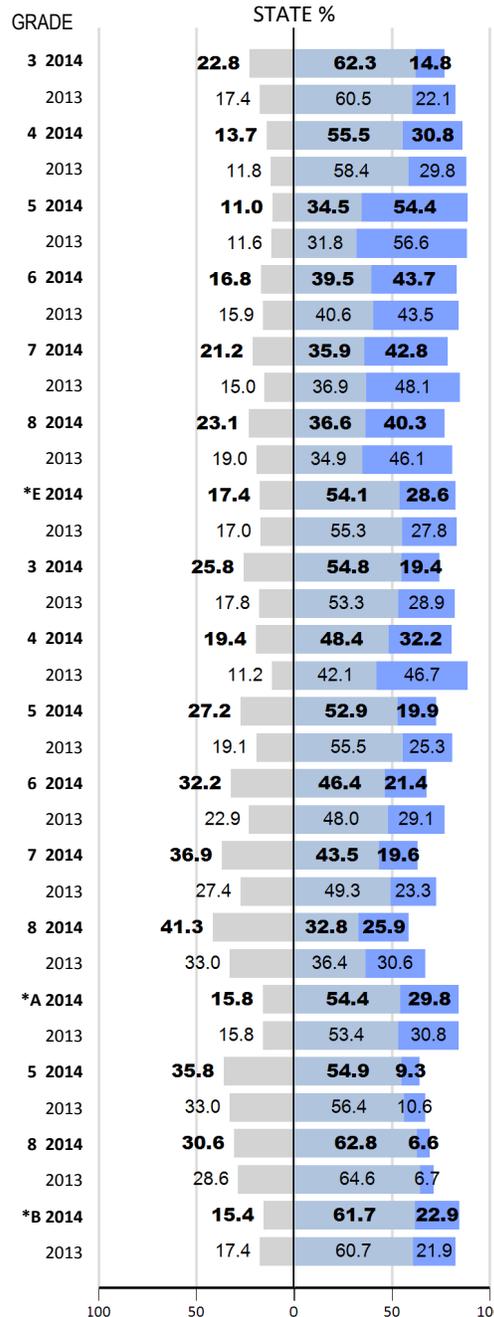
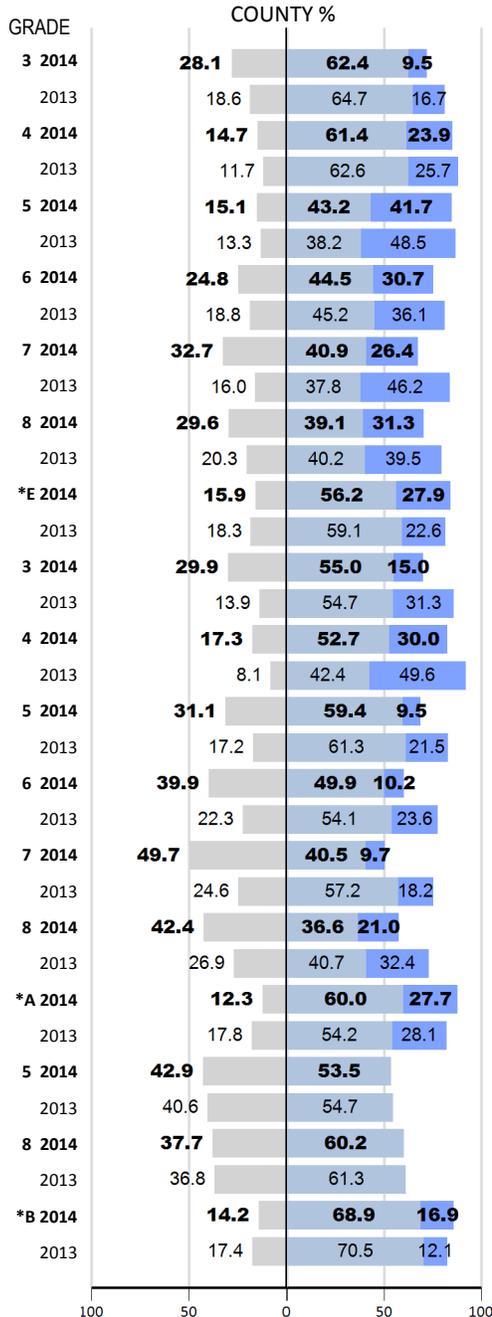
	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	94.5	94.1	95.4	95.1
High	93.6	92.8	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	31.3	33.7	27.2	28.4
Advanced Professional	66.2	64.2	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	1.2	1.3	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	5.9	5.9	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	2.2	1.4	11.4	6.6
Secondary Low Poverty	53.7	63.5	6.0	5.6
Secondary High Poverty	7.7	7.9	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			81.98	84.97
Class of 2013 (5-Year Rate)			83.69	87.48

2014 School Progress Index (SPI)			
SPI: 0.7853			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	0.7759	0.5955	0.5776
Reading	0.8379	0.8297	0.8691
Science	0.8413	0.6293	
Middle			
Mathematic	0.6724	0.4521	0.5834
Reading	0.7929	0.7779	0.7043
Science	0.8752	0.6538	
High			
Achievement	1.0397	0.7856	CCR
Algebra	0.9936	0.5150	
English	1.0276	0.6905	
Biology		0.9613	
‡Dropout		0.9613	
‡Graduation		0.9002	0.9986
‡CCP			0.8995

MSA Proficiency Levels

Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels



Subject	Grade	Year	Basic %	Proficient %	Advanced %
Reading	3	2014	10.3	26.5	28.6
		2013	13.4	26.3	50.0
	4	2014	11.9	24.3	62.5
		2013	10.2	22.1	81.8
	5	2014	11.4	25.0	69.2
		2013	12.6	26.5	38.9
	6	2014	13.3	23.5	81.3
		2013	10.3	25.9	90.0
	7	2014	12.2	21.0	0.01
		2013	7.9	24.8	84.6
	8	2014	12.6	24.6	76.9
		2013	11.2	25.5	83.3
Mathematics	10	2014	18.8	26.6	42.1
		2013	20.9	22.8	77.8
	3	2014	12.5	35.9	35.7
		2013	19.2	36.8	21.4
	4	2014	14.7	33.9	31.3
		2013	15.5	36.8	45.5
	5	2014	18.9	40.3	7.7
		2013	19.7	40.9	≤ 5.0
	6	2014	16.0	37.0	31.3
		2013	17.2	36.1	70.0
	7	2014	13.3	31.9	0.01
		2013	14.3	33.9	84.6
8	2014	17.8	35.7	15.4	
	2013	15.5	36.4	50.0	
Science	10	2014	22.2	34.3	31.6
		2013	23.8	31.0	50.0
	5	2014	19.6	42.5	7.7
		2013	22.7	44.2	5.6
	8	2014	19.8	41.0	7.7
		2013	22.3	40.4	33.3
10	2014	28.7	37.3	15.8	
	2013	33.3	34.3	22.2	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

‡College and Career Preparation (CCP) – 2012
‡Data from 2013

• E: English; • A: Algebra/Data Analysis; • B: Biology

Worcester County

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Math	Reading	Math	
All Students	Not Met	Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Not Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Met	Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	Not Met	Met	Met	Met	Met
Two or more races	Met	Met	Met	Met	na
Free/Reduced Meals	Not Met	Met	Met	Met	Not Met
Special Education	Not Met	Met	Met	Met	Met
Limited English Proficient	Not Met	Met	Met	Met	na
All Students Attendance Rate:					Met

	County		State	
	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	94.9	94.5	95.4	95.1
High	93.0	92.9	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	20.8	23.3	27.2	28.4
Advanced Professional	75.0	74.0	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.2	1.0	0.9
% of classes NOT taught by highly qualified				
All Quartiles	3.9	4.0	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate				
Class of 2013 (4-Year Rate)			90.86	84.97
Class of 2013 (5-Year Rate)			91.25	87.48

2014 School Progress Index (SPI)			
SPI: 0.9518			
Values 1.0000 and above met the target.			
Elementary	Achievement	Gap Red.	Growth
Mathematic	1.0632	0.7838	0.4656
Reading	1.0231	0.9937	0.9395
Science	0.9453	0.8237	
Middle			
Mathematic	1.1147	0.8962	0.8277
Reading	0.9493	0.8982	0.8606
Science	0.8622	0.8171	
High			
Achievement		Gap Red.	CCR
Algebra	1.1784	0.9969	
English	1.0026	1.1581	
Biology	0.9954	1.1953	
‡Dropout			0.9706
‡Graduation	1.0864		1.0574
‡CCP			0.9481

MSA Proficiency Levels

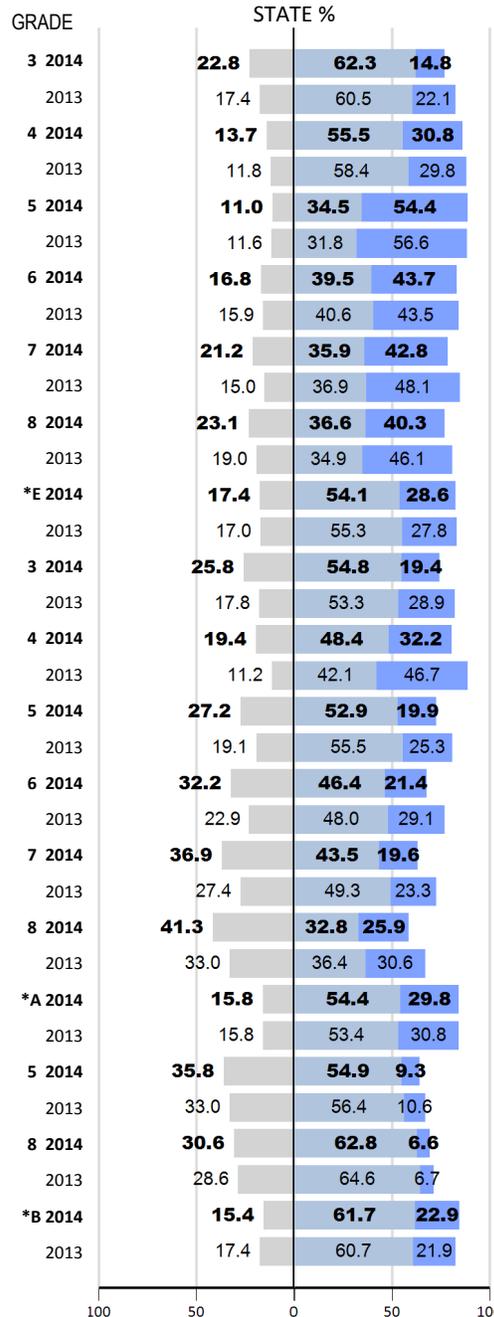
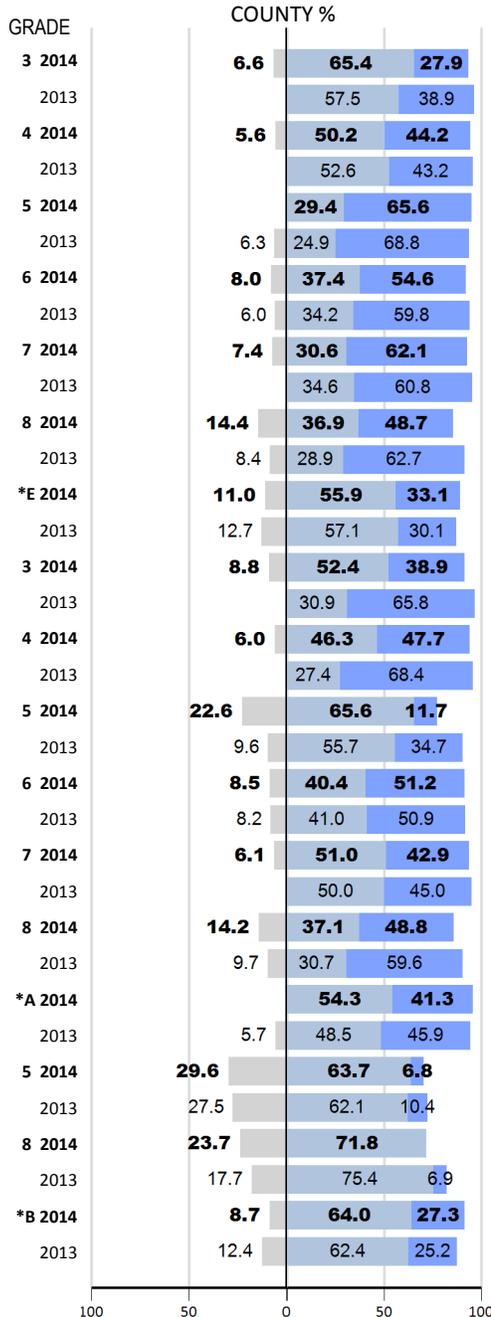
Basic % Proficient % Advanced %

Alt-MSA Proficiency Levels

Reading

Mathematics

Science



GRADE	YEAR	BASIC %	PROFICIENT %	ADVANCED %
3	2014	10.3	26.5	0.01
3	2013	13.4	26.3	0.01
4	2014	11.9	24.3	0.01
4	2013	10.2	22.1	0.01
5	2014	11.4	25.0	0.01
5	2013	12.6	26.5	0.01
6	2014	13.3	23.5	0.01
6	2013	10.3	25.9	0.01
7	2014	12.2	21.0	0.01
7	2013	7.9	24.8	0.01
8	2014	12.6	24.6	0.01
8	2013	11.2	25.5	72.7
10	2014	18.8	26.6	0.01
10	2013	20.9	22.8	0.01
3	2014	12.5	35.9	0.01
3	2013	19.2	36.8	0.01
4	2014	14.7	33.9	0.01
4	2013	15.5	36.8	0.01
5	2014	18.9	40.3	0.01
5	2013	19.7	40.9	0.01
6	2014	16.0	37.0	0.01
6	2013	17.2	36.1	0.01
7	2014	13.3	31.9	0.01
7	2013	14.3	33.9	0.01
8	2014	17.8	35.7	0.01
8	2013	15.5	36.4	72.7
10	2014	22.2	34.3	0.01
10	2013	23.8	31.0	0.01
5	2014	19.6	42.5	0.01
5	2013	22.7	44.2	0.01
8	2014	19.8	41.0	0.01
8	2013	22.3	40.4	45.5
10	2014	28.7	37.3	0.01
10	2013	33.3	34.3	0.01

‡College and Career Preparation (CCP) – 2012
 †Data from 2013

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology